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ABSTRACT

The purpose of this module on the United Nations is to help students understand the major problems facing today's world and to realize the role the United Nations can play in resolving those problems. The module consists of 10 lessons that can be expanded or contracted, and utilized in a variety of secondary social studies courses ranging from U.S. History to World Area Studies. Each lesson has three components: (1) "Student Objectives"; (2) "Material and Equipment," which includes masters for student handouts; and (3) "Teaching Procedures." The 10 lessons are: (1) "The Interdependence of the United States and the World"; (2) "Questionnaire on World Concerns"; (3) "Dialogue/Ranking of World Problems"; (4) "The United Nations-Origin, Purposes and Principles"; (5) "The United Nations and Its Membership"; (6) "The United Nations System"; (7) "The United Nations' Efforts Around the World"; (8) "The United Nations-Misconceptions, Limitations and Success"; (9) "'On Common Ground--A Tour of the United Nations' and How the United Nations Effects Our Everyday Life"; and (10) "Model United Nations." Appendix A consists of a list of nine resources for organizing model United Nations, and Appendix B describes the United Nations Association of the United States of America, which provides education services and related publications. (PPB)

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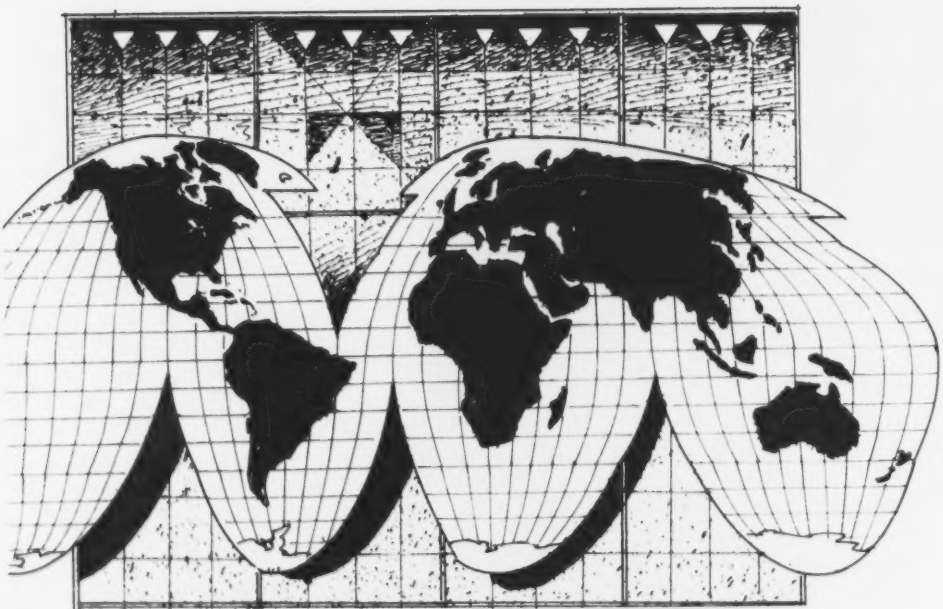
Understanding the United Nations

Wes Bodin

ED308122

SO 019 991



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MODULE FOR EDUCATORS

GRADES 7-12

UNDERSTANDING THE UNITED NATIONS

By Wes Bodin, Educator; Co-director of the World Religions Curriculum Development Center, St. Louis Park, Minnesota

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THE UNITED NATIONS MODULE

The purpose of the module on the United Nations is to help students understand the major problems facing today's world and to realize the role the United Nations can play in resolving those problems. The United Nations is often unknown, misunderstood and not given credit for its attempts to settle problems around the world.

The module consists of ten lessons that can be utilized in a variety of secondary social studies courses ranging from American History to World Area Studies. The lessons can be expanded or contracted, depending upon the amount of time the teacher wishes to devote to the module.

Each lesson in the teacher guide has three components:

1. **Student Objectives** - They are specific to the lesson under study. The objectives should be seriously considered by the teacher to get a clear sense of direction for the lesson. Objectives should guide the teacher in planning instructional activities and evaluating student growth.

2. **Material and Equipment** - The list includes student handouts, audio visual equipment, and any special materials that the teacher will need to procure in order to teach the lesson. Student handouts are to be made from the black line masters included in the lesson.

3. **Teaching Procedures** - The lesson plan suggests activities for the teacher and students to use to attain the specified objectives. Some teachers will wish to provide alternative and additional activities and should feel free to do so if they are congruent with the objectives of the lesson.

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UNITED NATIONS MODULE

Lesson One - The Interdependence of the United States and the World

Objectives: The students will be able to demonstrate:

- how their personal lives are linked to the rest of the world.
- how their local community, state and country's activities are linked to the rest of the world.
- a knowledge of the term, "interdependence."

Material and Equipment:

The students should be assigned the task of completing the survey Connections To The World (Student Handout #1) at least one week prior to the beginning of the United Nations Module.

Chalkboard, newsprint or transparency.

Teaching Procedures:

1. Using the chalkboard, newsprint, or transparency, compile a list of products/activities and countries involved which students share from the results of their survey Connections To The World. The purpose is to get students to learn and think about the variety and extensiveness of the connections we have with the rest of the world. Newsprint or transparency may be more useful because of its possible re-use and the potential to add new findings. Newsprint can be hung up around the room and remain during the unit.

2. There are questions that should be discussed as a follow-up to the student surveys.

   A. How dependent are we on products/activities that originate in a foreign country?

   B. What would life be like in the United States if we didn't have access to foreign products/activities?

   C. How much does the rest of the world rely on products/activities originating in the United States?

   D. Does the United States rely on some parts of the world more than other sections?

   E. How interested are the students in learning about other countries or in learning foreign languages?

   F. Where are the majority of recent immigrants to the United States coming from? Why? Should this affect what we should be learning about in school?

3. Through a discussion, have the class write an acceptable class definition for "interdependence."

4. Optional Activities:

A. Have students bring/draw pictures of products and/or write words for other items on survey. Create a Bulletin Board display connecting picture/words with yarn to country or area of origin on world map.

B. To help students identify which items on survey list are examples of economic, political, social or cultural independence, have students color-code picture/word cards from (A) above, red for economic, blue for political, etc.

Discussion: Which of the types of interdependence (economic, political, social, cultural) are most essential to us in order to maintain our way of life?

STUDENT HANDOUT #1

CONNECTIONS TO THE WORLD

In preparation for our study about the United Nations, your task is to complete a survey on how your personal life, your local community, your state and your country are linked together with the rest of the world. Your task will require the use of various information gathering techniques and several sources of information. The findings will be interesting and surprising, and will be very valuable for us as we learn about the United Nations.

The following are suggestions for techniques and sources of information to help you begin the task. These suggestions are intended as starters and you are encouraged to use your own ideas to complete the assignment.

Techniques and Sources: Divide students into four groups, each group doing one of the following:

1. survey products found in your home, school and stores that are foreign made (e.g., cars, electronics, etc.)

2. interview parents, classmates and workers regarding their connections to the outside world

3. look through magazines, newspapers and watch television for examples of foreign connections (New York Times is a good place to look)

4. list languages, immigration groups, religions, clothing, food, entertainment, corporations in the community that originated in a country other than the USA.

Place your findings under the following headings. Try to come up with as many examples as possible.

DUE DATE _____

PRODUCT/ACTIVITY	COUNTRIES INVOLVED

Lesson Two - Questionnaire on World Concerns
(can precede or follow Lesson Three)

Objectives: The students will be able to demonstrate:

- a knowledge of several problems currently facing the world.
- their attitudes toward several problems currently facing the world.
- a knowledge that there are groups in the world attempting to correct current world problems.

Material and Equipment:

Teacher Resources:

1. The InterDependent

   UNA-USA
   485 - 5th Avenue
   New York, NY 10017-6104

2. United Nations Fact Sheets

   UNA-MN
   1929 South 5th Street
   Minneapolis, MN 55454
   612-333-2824

3. United Nations Multilateral Studies

   UNA-MN

4. UNA Book Series

   Ballanger Publishing Company
   Toll free: 1-800-638-3030

Student copies of Questionnaire on World Concerns Handout #2

Transparency of the form - Student Responses

Teaching Procedures:

1. Go over topics listed on teacher transparency with students. Do not give details of topics; merely acquaint students of existence of these concerns.

2. Distribute copies of the Questionnaire on World Concerns. Make sure the students understand the directions, especially the part regarding where to place the "X" for each question. The students should complete the questionnaire on their own and should use the No Knowledge/Opinion column very sparingly, if at all.

3. Walk your way through the questionnaire one question at a time by recording the number of student responses under each category on the transparency-Student Responses. Stop to discuss each issue by asking for student input and by adding your knowledge about the problem. Ask your students where they received their information on these world problems. Discuss possible bias in their sources of information.

STUDENT HANDOUT #2

QUESTIONNAIRE ON WORLD CONCERNS

The following statements are based upon situations found in the world today. Decide whether you agree, disagree or have no knowledge/opinion about the statement and check (✓) the appropriate category.

	Agree	Disagree	No Knowledge/ Opinion
1. The world's population growth is currently under control and does not present a problem for the future.			
2. The population growth of the United States is under control and we have one of the lowest population growth rates in the world.			
3. The world's energy supply has proven to be everlasting and no nation should experience an energy shortage in the next thousand years.			
4. The United States uses more energy per person than any other country in the world.			
5. Acid rain is one of the most crucial issues facing Europe but it doesn't affect the United States.			
6. The United States and Canada are attempting to resolve the acid rain problem in North America.			
7. At the present time there are no declared wars taking place anywhere in the world.			
8. The United States has been successful in staying out of any military conflicts since 1945.			
9. Many people in the world die every day from starvation.			
10. No person in the United States is suffering from starvation.			
11. There is an international law that guarantees people the right to practice the religion of their choice.			
12. In some countries people are not permitted to practice the religion of their choice.			

	Agree	Disagree	No Knowledge/ Opinion
13. It has been estimated that approximately 100 million people in the world are considered to be homeless and without a shelter.			
14. The United States has less than 1,000 people who are homeless and without a shelter.			
15. Women make up 50 percent of the world's voting population, yet hold no more than 10 percent of the seats in national governments.			
16. The hourly wage of women who work in manufacturing industries is, on the average, three-quarters of that earned by men.			
17. Terrorism has grown to be one of the greatest concerns of people using airlines for international travel.			
18. Some countries, or their leaders, have threatened to use terrorist tactics against the United States.			
19. The world's fresh water supply is in good condition and there shouldn't be a shortage of clean fresh water for at least 500 years.			
20. There are sections of the United States that have experienced shortages of fresh water in recent years.			
21. There are countries in the world where people are being persecuted because they are considered to be a minority.			
22. The United States has resolved all minority problems and no one is discriminated against on the basis of age, sex, ethnic group or religion.			
23. Refugees are people who, for one reason or another, are not able to live within the borders of their native country.			
24. The United States has a law that will not allow refugees to enter the United States.			

	Agree	Disagree	No Knowledge/ Opinion
25. The use of narcotics and the illegal trafficking of drugs are rather recent world problems and were virtually unknown until the 1960s.			
26. The United States has been able to virtually eliminate the illegal import of narcotics into their country.			
27. There are international laws that dictate how close a country can bring their naval or fishing vessels to another country's shoreline.			
28. The United States Coast Guard makes certain that no foreign naval or fishing vessel comes within 25 miles of the United States shoreline.			
29. The United Nations is an organization devoted to the resolving of many of the problems listed in the first 27 statements of this questionnaire.			
30. The United Nations is open for membership to all "peace-loving" nations.			

For Teacher

QUESTIONNAIRE ON WORLD CONCERNS - STUDENT RESPONSES

	Agree	Disagree	No Knowledge/ Opinion
1. World Population Growth			
2. United States Population Growth			
3. World's Energy Supply			
4. United States Use of Energy			
5. Acid Rain - Europe			
6. Acid Rain - North America			
7. Declared Wars			
8. United States Military Conflicts			
9. World Starvation			
10. United States Starvation			
11. Religious Choice Laws			
12. Religious Choice Violations			
13. World Homeless			
14. United States Homeless			
15. Women in Government			
16. Women Industrial Wages			
17. Terrorism - Air Travel			
18. United States - Terrorist Threats			
19. World's Fresh Water Supply			
20. United States Water Shortages			
21. World Persecution of Minorities			
22. United States Minority Situation			
23. Refugee Definition			
24. United States Refugee Laws			
25. World Narcotic Problems			
26. United States Import of Narcotics			
27. World Law of the Sea			
28. United States Protection of Shoreline			
29. United Nations Purpose			
30. United Nations Membership			

Lesson Three - Dialogue/Ranking of World Problems
(can precede or follow Lesson Two)

Objectives: The students will be able to demonstrate:

- a knowledge of what they consider to be the five most crucial problems facing the world today.
- their personal reactions to hypothetical scenarios based on potential world problems.

Material and Equipment:

Student copies of Dialogue/Ranking of World Problems (Handout #3)

Before Lesson begins: Assign students to bring to class five newspaper clippings or a list of five descriptions from TV/radio news that they believe are the five most crucial problems facing the world today. Have students identify problem and post on bulletin board. In-depth knowledge of issue/problem is not necessary on part of teacher or students as this is an awareness lesson not research lesson.

Teaching Procedures:

1. Divide the class into pairs or groups of three/four students.

2. Distribute copies of Dialogue/Ranking of World Problems and have the small groups work their way through the directions. Talk about the term dialogue and the importance of every person's involvement in the dialogue.

3. Ask each group to place their ranking of the five most serious world problems on the chalkboard. Look at the rankings and try to come up with a list for the class.

4. The use of the following activities depends upon the time you have to devote to the module.

   A. A class discussion can be held on what could be done to resolve the five problems receiving the highest rankings by the class.

   B. An assignment can be made to have each group of students look at magazines and newspapers for headlines and pictures to construct a collage centered on the major problems facing the world today.

   C. An assignment can be made to research and report on the major problems facing the world today. These reports could be a small group effort or individual reports.

   D. Ask your students to question their parents/guardians, or other adults to see how they would rank the same problems. A follow up dialogue on what could be done to resolve the problems should be recorded in sound or writing and brought to class.

STUDENT HANDOUT #3

DIALOGUE/RANKING OF WORLD PROBLEMS

The purpose of a dialogue is to give each member of a group the opportunity of sharing their ideas with others in the group. Make sure that each of you express your opinions as you work your way through the assignment. You may or may not come to an agreement on the following issues, but try to come to a consensus on the ranking question.

1. In your opinion, what are the most important problems facing our country and the world today? Check those your group feels are most important. You may add to the list.

_____ Overpopulation
_____ Pollution
_____ Energy Supply
_____ Wars or Threat of Wars
_____ Terrorism
_____ Hunger and Starvation
_____ Religious Persecution
_____ Women's Rights
_____ Minority Rights/Racial Problems
_____ Fresh Water Supplies
_____ Homeless and Without a Shelter
_____ Refugees
_____ Law of the Sea
_____ Narcotic Drugs and Drug Traffic
_____ _____
_____ _____
_____ _____

2. Select five (5) of the potential world problems listed under question #1 and rank them in the order you feel are most important.

Number 1 _____

Number 2 _____

Number 3 _____

Number 4 _____

Number 5 _____

3. In your group, discuss how each of you would personally react to the following hypothetical scenarios.

A. A tremendous shortage of the world's gasoline supply began and all Americans were requested not to drive any gas or diesel powered vehicles for a period of one year.

B. A shortage of clean fresh water began and all water supplies to private homes and apartments were restricted to one quart of water per person in that household for each 24 hour period.

C. A terrorist group took over this school and demanded one million dollars for the release of ten hostages including two of your best friends.

D. A family of homeless people came to your home and asked if they could use one bedroom and other necessary facilities in your home for the next six months.

Lesson Four - The United Nations—Origin, Purposes and Principles

Objectives: The students will be able to demonstrate:

- a knowledge of the United Nations origin, charter, purposes and principles.
- the ability to show how the United Nations charter, purposes and principles are dedicated to resolving world problems.

Materials and Equipment:

Student copies of the article and accompanying worksheet The United Nations--Origin, Purposes and Principles (Student Handouts #4 and #6)

Student copies of the foreword by Secretary-General Javier Pérez de Cuéllar (Student Handout #5) (If you decide to distribute - see #4 under Teaching Procedures)

Teaching Procedures:

1. Read the following to the class:

   > One of the foremost groups organized and dedicated to the purpose of resolving problems of the world is the United Nations. We will spend the next few class sessions learning about the United Nations origins, purpose, organization, member countries, limits and successes, and how the United Nations affects people in everyday life.

2. Distribute the article and accompanying worksheet The United Nations - Origin, Purposes and Principles for the students to complete in class. This could be given as a homework assignment to save class time. Spend time with your class making sure that the students understand terms such as; principle, preamble, charter, sovereign, jurisdiction, multilateral and any others that students at your grade level would not understand.

3. After the completion of the worksheet, ask students to recall the major world problems identified in an earlier lesson and write the problems on the chalkboard. Hold a discussion on the United Nations purposes and principles that connects them to the world problems. Should the United Nations be a place where countries can turn to in their attempts to resolve major world problems?

4. Excerpts from a foreword to a book written by Secretary-General of the United Nations Javier Pérez de Cuéllar should be read to the class or handed out for the class to read. Have students role-play a TV news interview of the Secretary-General, basing questions on world problems/ concerns that emerged from lessons two and three.

STUDENT HANDOUT #4

THE UNITED NATIONS
ORIGIN, PURPOSES AND PRINCIPLES

The name "United Nations" was devised by President Franklin D. Roosevelt and was first used in the "Declaration by United Nations" of 1 January 1942, during the Second World War, when representatives of 26 nations pledged their Governments to continue fighting together against the Axis Powers.

The United Nations Charter was drawn up by the representatives of 50 countries at the United Nations Conference on International Organization, which met at San Francisco from 25 April to 26 June 1945. They deliberated on the basis of proposals worked out by the representatives of China, the Soviet Union, the United Kingdom and the United States at Dumbarton Oaks in August-October 1944. The Charter was signed on 26 June 1945, by the representatives of the 50 countries; Poland, not represented at the Conference, signed it later and became one of the original 51 Member States.

The United Nations officially came into existence on 24 October 1945, when the Charter had been ratified by China, France, the Soviet Union, the United Kingdom and the United States and by a majority of other signatories; 24 October is celebrated each year as United Nations Day.

Preamble to the Charter

The Preamble to the Charter expresses the ideals and common aims of all the peoples whose Governments joined together to form the United Nations:

WE THE PEOPLES OF THE UNITED NATIONS

determined

to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and

to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and

to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and

to promote social progress and better standards of life in larger freedom, and for these ends

to practice tolerance and live together in peace with one another as good neighbors, and

to unite our strength to maintain international peace and security, and

to ensure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and

to employ international machinery for the promotion of the economic and social advancement of all peoples,

have resolved to combine our efforts to accomplish these aims.

Accordingly, our respective Governments, through representatives assembled in the city of San Francisco, who have exhibited their full powers found to be in good and due form, have agreed to the present Charter of the United Nations and do hereby establish an international organization to be known as the United Nations.

Purposes and Principles

The purposes of the United Nations, as set forth in the Charter, are:

-- to maintain international peace and security;

-- to develop friendly relations among nations;

-- to co-operate internationally in solving international economic, social, cultural and humanitarian problems and in promoting respect for human rights and fundamental freedoms;

-- to be a centre for harmonizing the actions of nations in attaining these common ends.

The United Nations acts in accordance with the following principles:

-- It is based on the sovereign equality of all its Members.

-- All Members are to fulfill in good faith their Charter obligations.

-- They are to settle their international disputes by peaceful means and without endangering peace, security and justice.

-- They are to refrain in their international relations from the threat or use of force against any other State.

-- They are to give the United Nations every assistance in any action it takes in accordance with the Charter, and shall not assist States against which the United Nations is taking preventative or enforcement action.

-- The United Nations shall ensure that States which are not Members act in accordance with these principles in so far as it is necessary for the maintenance of international peace and security.

-- Nothing in the Charter is to authorize the United Nations to intervene in matters which are essentially within the domestic jurisdiction of any State.

STUDENT HANDOUT #5

FOREWORD

Forty years ago, 51 nations took a major step in the political evolution of mankind. The Charter which they signed in 1945 gave birth to an exceptional experiment giving form to a vision of multilateralism and international cooperation: the United Nations. Not only did the founders seek to prevent another war, but they pledged to work together to try to solve, or at least to mitigate, numerous other age-old problems of mankind. Collectively, they sought to solve economic problems, to assure justice, to promote respect for human rights, to encourage transcultural understanding and to aid those in need. They also laid down norms of international behavior and devised ways to ensure that the principles of international law would be respected so that lasting peace might be attained.

In the 40 years that have passed, the number of Member States has more than trebled, as new nations emerged from shrinking colonial empires. While sustaining the vision of its founders, the United Nations has continually been nourished by fresh and challenging ideas of these newest of its Members.

The United Nations has achieved many successes; we have also suffered disappointment. How well we have fared in solving world problems must be balanced against how much more confused, disordered and dangerous a place the world would be if the United Nations did not exist. In an increasingly interdependent world, multilateralism has become more than a vision: it is a necessity.

It is my hope that people will gain a fuller understanding of the meaning of the United Nations and a greater grasp of its efforts during the past 40 years and its goals for the years to come.

Javier Pérez de Cuéllar
Secretary-General
1985 Edition of "Basic Facts About the U.N."

STUDENT HANDOUT #6

THE UNITED NATIONS - ORIGIN, PURPOSES AND PRINCIPLES

I. ORIGINS

1. The term United Nations

   A. When -
   B. By Whom -
   C. Why -

2. The United Nations Charter

   A. Where -
   B. When -
   C. By Whom -

II. THE UNITED NATIONS CHARTER

1. The Preamble to the United Nations Charter

   We the people of the United Nations
   determined

   to —
   to —
   to —
   to —
   to —
   to —
   to —
   to —

2. The purposes of the United Nations, as set forth in the Charter, are:

   —
   —
   —
   —

3. The United Nations acts in accordance with the following principles:

   —
   —
   —
   —
   —
   —
   —

Lesson Five - The United Nations And Its Membership

Objectives: The students will be able to demonstrate a knowledge of:

- why the United Nations was created and the areas where the United Nations has been successful.
- United Nations membership requirements, membership growth since 1945 and the membership voting blocs.
- the official languages of the United Nations and how the United Nations is financed.

Material and Equipment:

Student copies of The United Nations And Its Membership (Student Handout #7)

Teaching Procedures:

1. Distribute copies of The United Nations And Its Membership to be read as either a homework assignment or as an in-class activity.

2. Hold a discussion with the class while emphasizing the following points:

   - Why the United Nations was created
   - The United Nations as an organization of sovereign nations and not a world government
   - The role of treaties, covenants and agreements
   - United Nations membership requirements
   - United Nations growth since 1945
   - Voting Blocs in the United Nations (North/South and East/West)
   - Official languages of the United Nations
   - Financing the United Nations

3. Have students develop map skills by devising activities centering on countries in the United Nations.

   A. Fill in bloc countries on a blank world map. A list of countries divided into six blocs based upon political and geographical identification is included for the map exercise and/or for the discussion in #2 above. (Student Handout #8)

   B. Locate the charter members on a world map.

   C. Color in the countries that are developed and those that are less-developed.

   D. Name those countries that are located in the North that are less developed; in the South that are less developed. Explore reasons for this economic difference.

      Discuss: The 20th Century has seen many political struggles between east/west countries. The 21st century will see economic struggles between north/south.

STUDENT HANDOUT #7

THE UNITED NATIONS AND ITS MEMBERSHIP

The United Nations (UN) was created to prevent war by providing governments with the means for regular contact, cooperation and collective action. Over the last 40 years, though international conflicts have continued, governments have been able to agree on common positions in a surprising number of other matters. In the process, the essential foundations for a peaceful world have been strengthened.

The United Nations system has become the world's main source of international law, codifying and creating more of it in four decades than in all previous history. In the area of human rights, its work has been pioneering. The protection of human rights is acknowledged now to be a legitimate concern of the international community; global standards have been set and binding agreements negotiated for the observance of a wide range of basic rights. The United Nations has eased the passage to freedom of millions of people in former colonial territories and focused international attention and support for ancient societies transforming themselves with modern science and technology. It has led a worldwide cooperative effort to deal with such urgent problems as population growth and environmental hazards, the effects of which transcend all national borders.

For millions caught unprotected in the tumultuous processes of change--poor children, political refugees, victims of disaster--the organization has brought the healing touch of attention and care.

The UN is an organization of sovereign nations--not a world government. It provides the machinery to help find solutions to disputes or problems and to deal with virtually any matter of concern to humanity.

It does not legislate, in the sense of enacting laws that nations must accept. But in the meeting rooms and corridors of the UN, representatives of almost all the countries of the world--great and small, rich and poor, with varying political views and social systems--have a voice and vote in shaping policies of the international community on a broad range of issues.

When the UN machinery is used as the charter intended, the results are not mere words: Treaties or covenants are concluded, agreements are reached on a common course of action and agreed policies are then carried out by the member states or by the UN itself--through such means as mediation or peacekeeping, humanitarian assistance or development aid.

Membership

Membership of the United Nations is open to all peace-loving nations which accept the obligations of the United Nations Charter and, in the judgement of the Organization, are able and willing to carry out these obligations. (For list of Member States, see Appendices.)

New Members are admitted by the General Assembly on the recommendation of the Security Council. The Charter provides for the suspension or expulsion of a Member for violation of the principles of the Charter, but no such action has ever been taken since the establishment of the Organization.

GROWTH OF UNITED NATIONS MEMBERSHIP, 1945-1984

Year	Number	Original Member States
1945	51	Argentina, Australia, Belgium, Bolivia, Brazil, Byelorussian Soviet Socialist Republic, Canada, Chile, China, Colombia, Costa Rica, Cuba, Czechoslovakia, Denmark, Dominican Republic, Ecuador, Egypt, El Salvador, Ethiopia, France, Greece, Guatemala, Haiti, Honduras, India, Iran, Iraq, Lebanon, Liberia, Luxembourg, Mexico, Netherlands, New Zealand, Nicaragua, Norway, Panama, Paraguay, Peru, Philippines, Poland, Saudi Arabia, South Africa, Syria, Turkey, Ukrainian Soviet Socialist Republic, Union of Soviet Socialist Republics, United Kingdom, United States, Uruguay, Venezuela, Yugoslavia
		New Member States
1946	55	Afghanistan, Iceland, Sweden, Thailand
1947	57	Pakistan, Yemen
1948	58	Burma
1949	59	Israel
1950	60	Indonesia
1955	76	Albania, Austria, Bulgaria, Democratic Kampuchea, Finland, Hungary, Ireland, Italy, Jordan, Lao People's Democratic Republic, Libyan Arab Jamahiriya, Nepal, Portugal, Romania, Spain, Sri Lanka
1956	80	Japan, Morocco, Sudan, Tunisia
1957	82	Ghana, Malaysia
1958	83	Guinea
1960	100	Benin, Burkina Faso, Cameroon, Central African Republic, Chad, Congo, Cyprus, Gabon, Ivory Coast, Madagascar, Mali, Niger, Nigeria, Senegal, Somalia, Togo, Zaire
1961	104	Mauritania, Mongolia, Sierra Leone, United Republic of Tanzania
1962	110	Algeria, Burundi, Jamaica, Rwanda, Trinidad and Tobago, Uganda
1963	112	Kenya, Kuwait
1964	115	Malawi, Malta, Zambia
1965	118	Gambia, Maldives, Singapore
1966	122	Barbados, Botswana, Guyana, Lesotho
1967	123	Democratic Yemen
1968	126	Equatorial Guinea, Mauritius, Swaziland
1970	127	Fiji
1971	132	Bahrain, Bhutan, Oman, Qatar, United Arab Emirates
1973	135	Bahamas, Federal Republic of Germany, German Democratic Republic
1974	138	Bangladesh, Grenada, Guinea-Bissau
1975	144	Cape Verde, Comoros, Mozambique, Papua New Guinea, Sao Tome and Principe, Suriname
1976	147	Angola, Samoa, Seychelles
1977	149	Djibouti, Viet Nam
1978	151	Dominica, Solomon Islands

Year	Number	New Member States
1979	152	Saint Lucia
1980	154	Saint Vincent and the Grenadines, Zimbabwe
1981	157	Antigua and Barbuda, Belize, Vanuatu
1983	158	Saint Christopher and Nevis
1984	159	Brunei Darussalam

VOTING BLOCS WITHIN THE UNITED NATIONS

1. Western Bloc (about 50 nations) includes the United States, Western Europe, most of Latin America and some British Commonwealth members.

2. The Communist/Socialist Bloc (about 15 nations) includes the Soviet Union, Warsaw Pact Countries, Cuba and sometimes the Peoples Republic of China.

3. The Third World Bloc (about 60 nations) includes Afro-Asian countries with most joining since the mid 1950s.

Official Languages

Under the Charter, the official languages of the United Nations are Chinese, English, French, Russian and Spanish. Arabic has been added as an official language of the General Assembly, the Security Council and the Economic and Social Council.

Budget of the United Nations

The regular programme budget of the United Nations is approved by the General Assembly biennially. The budget is submitted initially by the Secretary-General and reviewed by a 16-member expert committee--the Advisory Committee on Administrative and Budgetary Questions. The programmatic aspects are reviewed by the 21-member Committee for Programme and Co-ordination.

For the 1984-1985 biennium, the budget appropriations, as revised in 1984, totalled $1,611,551,200, divided into 11 main categories of expenditures, as follows (in United States dollars):

I.	Overall policymaking, direction and coordination	40,173,400
II.	Political and Security Council affairs, peace-keeping activities; Department for Disarmament Affairs	91,584,400
III.	Political affairs, trusteeship and decolonization	28,696,500
IV.	Economic, social and humanitarian activities	503,404,800
V.	International justice and law	24,090,400
VI.	Public information	70,170,600
VII.	Common support services (administration and management; conference and library services)	570,060,200

VIII.	United Nations bond issue	16,769,100
IX.	Staff assessment	244,735,600
X.	Capital expenditures (construction, alteration, improvement and major maintenance of premises)	20,366,200
XI.	Special grant to UNITAR	1,500,000

Revised income estimates for the biennium 1984-1985, other than assessments on Member States, totalled $301,439,100:

I.	Income from staff assessment	246,896,300
II.	Other income (general income and revenue-producing activities)	54,542,800

The main source of funds for the regular budget are the contributions of Member States, who are assessed on a scale specified by the Assembly on the recommendation of the 18-member Committee on Contributions. The fundamental criterion on which the scale of assessments is based is the real capacity to pay of Member States. The Assembly has fixed a maximum of 25 percent of the budget for any one contributor and a minimum of 0.01 percent.

The regular programme budget to which these assessments apply covers expenses relating to substantive programmes, programme support and administrative activities of the Organization both at Headquarters and around the globe. Outside the regular budget, Member States are also assessed, in accordance with a modified version of the basic scale, for the costs of the United Nations Interim Force in Lebanon and the United Nations Disengagement Observer Force in the Middle East.

Many other United Nations activities are financed mainly by voluntary contributions outside the regular budget. These programmes and funds include the United Nations Development Programme, the World Food Programme, the Office of the United Nations High Commissioner for Refugees, the United Nations Children's Fund, the United Nations Relief and Works Agency for Palestine Refugees in the Near East, and the United Nations Fund for Population Activities.

STUDENT HANDOUT #8

BLOC STRUCTURE

WESTERN

Australia
Austria
Bahamas
Belgium
Canada
Cyprus*
Denmark
Finland
France
German (Fed. Rep.)
Greece
Iceland
Ireland
Israel
Italy
Japan
Luxembourg
Malta
Mexico
Netherlands
New Zealand
Norway
Portugal
South Africa
Spain
Sweden
Turkey*
United Kingdom
United States

ARAB

Algeria
Bahrain
Democratic Yemen (PDR)**
Egypt
Iraq
Jordan
Kuwait
Lebanon
Libya
Mali
Mauritania
Morocco
Oman
Qatar
Saudi Arabia
Sudan
Syria
Tunisia
United Arab Emirates
Yemen (North)

AFRICAN

Benin***
Botswana
Burundi
Cape Verde Is.
Central African Rep.
Chad
Comoro Island
Congo
Equat. Guinea
Ethiopia
Gabon
Gambia
Ghana
Guinea
Guinea-Bissau
Ivory Coast
Kenya
Lesotho
Liberia
Madagascar
Malawi
Mauritius
Mozambique
Niger
Nigeria
Sao Tome and Principe
Senegal
Sierra Leone
Somalia
Swaziland
Togo
Uganda
U.R. of Cameroon
U.R. of Tanzania
Upper Volta
(Burkina Faso)
Zaire
Zambia
Zimbabwe

SOCIALIST

Albania
Bulgaria
Byelorussia SSR
Dem. Kampuchea****
China
Cuba
Czechoslovakia
German Dem. Rep.
Hungary
Laos
Mongolia
Poland
Romania
Ukraine
USSR
Yugoslavia

LATIN AMERICA

Argentina
Barbados
Bolivia
Brazil
Chile
Colombia
Costa Rica
Dominican Rep.
Ecuador
El Salvador
Grenada
Guatemala
Guyana
Haiti
Honduras
Jamaica
Nicaragua
Panama
Paraguay
Peru
Surinam
Trinidad and Tobago
Uruguay
Venezuela
St. Lucia

ASIAN

Afghanistan
Bangladesh
Bhutan
Burma
Fiji
India
Indonesia
Iran
Malaysia
Nepal
Pakistan
Papua New Guinea
Philippines
Singapore
Sri Lanka
Thailand
Viet Nam
Brunei Darrusalam

*show strong Arab
**formerly Southern Yemen
***formerly Dahomey
****formerly Cambodia

Lesson Six - The United Nations System

Objectives: The students will be able to demonstrate:

- a knowledge of the six principle organs of the United Nations.
- a knowledge of the other agencies of the United Nations.
- their ability to determine which United Nations agency would deal with selected world problems.
- their knowledge of the types of activities and concerns of the United Nations.

Materials and Equipment:

Student copies of The United Nations System and Specialized Agencies and UN Programs. (Student Handouts #9 and #10)

Copies of The Six Principal Organs of the United Nations to be distributed to groups of students. (Student Handout #11)

Student copies of United Nations Activities/Concerns. (Student Handout #12)

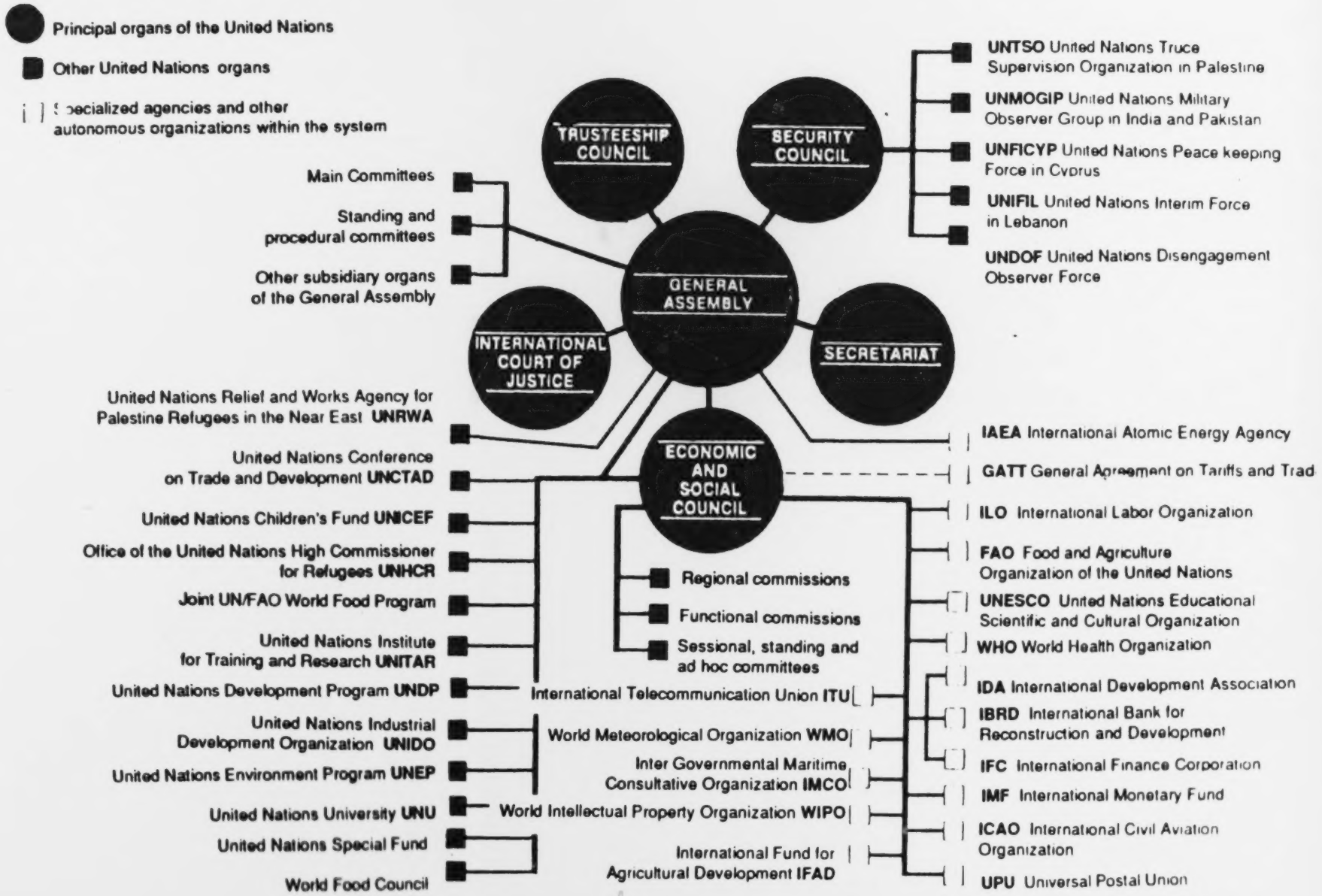
Student copies of the Wordsearch and Crossword Puzzle. (Student Handouts #13 and #14)

Teaching Procedures:

1. Distribute copies of The United Nations System. Point out the key in the upper left hand corner to make sure students understand the categories of organizations.
2. Divide your class into six groups and distribute the information on the six principal organs of the United Nations so that each group receives information about one organ. Give the groups time to read the information and plan a presentation to be given to the whole class. Encourage students to create unique methods to use while sharing information on the principal organs to the class. The teacher can assist the groups by supplying various materials (i.e., newsprint, tagboard, colored pencils, transparencies, etc.)
3. Group reports on the principal organs of the United Nations.
4. Distribute the United Nation Activities/Concerns list and have the students look at the United Nations System chart and Specialized Agencies and UN Programs to determine which agency would be concerned with each activity.
5. Ask the students to use the United Nations System chart and Specialized Agencies and UN Programs to list several other possible United Nations concerns and activities. The teacher may need to help in the development of the list.
6. Ask the question: Does the United Nations appear to be equipped to handle the serious world problems we discussed early in the module? Ask the students to identify the sections of the United Nations that are concerned with each of the cited world problems.
7. Distribute the Wordsearch and Crossword Puzzle based upon The United Nations System.

THE UNITED NATIONS SYSTEM

#9


Principal organs of the United Nations
Other United Nations organs
Specialized agencies and other autonomous organizations within the system
TRUSTEESHIP COUNCIL
SECURITY COUNCIL
GENERAL ASSEMBLY
INTERNATIONAL COURT OF JUSTICE
SECRETARIAT
ECONOMIC AND SOCIAL COUNCIL
Main Committees
Standing and procedural committees
Other subsidiary organs of the General Assembly
UNTSO United Nations Truce Supervision Organization in Palestine
UNMOGIP United Nations Military Observer Group in India and Pakistan
UNFICYP United Nations Peace keeping Force in Cyprus
UNIFIL United Nations Interim Force in Lebanon
UNDOF United Nations Disengagement Observer Force
United Nations Relief and Works Agency for Palestine Refugees in the Near East UNRWA
United Nations Conference on Trade and Development UNCTAD
United Nations Children's Fund UNICEF
Office of the United Nations High Commissioner for Refugees UNHCR
Joint UN/FAO World Food Program
United Nations Institute for Training and Research UNITAR
United Nations Development Program UNDP
United Nations Industrial Development Organization UNIDO
United Nations Environment Program UNEP
United Nations University UNU
United Nations Special Fund
World Food Council
Regional commissions
Functional commissions
Sessional, standing and ad hoc committees
International Telecommunication Union ITU
World Meteorological Organization WMO
Inter Governmental Maritime Consultative Organization IMCO
World Intellectual Property Organization WIPO
International Fund for Agricultural Development IFAD
IAEA International Atomic Energy Agency
GATT General Agreement on Tariffs and Trad
ILO International Labor Organization
FAO Food and Agriculture Organization of the United Nations
UNESCO United Nations Educational Scientific and Cultural Organization
WHO World Health Organization
IDA International Development Association
IBRD International Bank for Reconstruction and Development
IFC International Finance Corporation
IMF International Monetary Fund
ICAO International Civil Aviation Organization
UPU Universal Postal Union

STUDENT HANDOUT #10

SPECIALIZED AGENCIES AND UN PROGRAMS

The United Nations System includes a family of specialized agencies, each autonomous, with its own charter, budget, and staff. Each specializes in a certain field, studies problems, makes suggestions and operates projects.

Food and Agriculture Organization (FAO) Raises nutrition levels and living standards; improves food production and distribution. Carries out field projects for food production and distribution, processing and storage; conducts training programs, monitors world food supply.

International Maritime Organization (IMO) Aids cooperation and information exchange among governments on technical matters affecting shipping. Recommends safety standards; sponsors, administers pollution and safety agreements.

International Bank for Reconstruction and Development (IBRD or WORLD BANK) Assists economic development of Member States. Makes loans, coordinates technical assistance and training.

International Civil Aviation Organization (ICAO) Promotes all aspects of civil aviation. Sets international standards, prepares charts, facilitates air travel.

International Development Association (IDA) Furthers economic development in the least developed countries. Makes loans on easier terms than ordinarily available.

International Fund for Agricultural Development (IFAD) Helps finance food production and rural development in less-developed countries. Gives grants for studies, training and research.

International Labor Organization (ILO) Works to improve labor conditions. Sets international codes for working conditions, conducts training programs.

International Monetary Fund (IMF) Promotes international cooperation on economic problems. Advances exchange stability and reduction of exchange restrictions, gives technical and financial assistance.

International Telecommunications Union (ITU) Maintains international cooperation in the telecommunications field; expands the development and efficient use of technical facilities. Regulates international communications frequencies, provides information and training, coordinates worldwide telecommunication systems.

UN Educational, Scientific and Cultural Organization (UNESCO) Stimulates progress and international cooperation in education, science, cultural projects, and communications. Trains teachers and education planners, organizes scientific exploration, helps expand information sources.

Universal Postal Union (UPU) Oversees the organization and improvement of postal services. Regulates international mail delivery, standardizes postal rates.

World Health Organization (WHO) Coordinates health action on a global basis. Sponsors immunization programs; runs research, training, and field programs; sets health standards and guidelines.

World Intellectual Property Organization (WIPO) Ensures international cooperation for protection of intellectual property--inventions, trademarks, designs, copyrights, etc. Assists in filing patent applications, gives legal and technical help.

World Meteorological Organization (WMO) Assists international cooperation in meteorological activities and exchange of international weather information. Acts as world weather information center, coordinates research.

UN Industrial Development Organization (UNIDO) Promotes industrial development, furthers industrialization in developing countries. Helps less-developed countries establish new industries or improve existing ones. In 1979, formal procedures began to make UNIDO the UN's 16th specialized agency.

International Atomic Energy Agency (IAEA) Promotes peaceful uses of atomic energy and nuclear materials. Conducts research, sets and applies safety standards, promotes scientific information exchange. Not a "specialized agency" per se, IAEA was established "under the aegis of the UN."

The General Assembly has created a number of subsidiary organs financed by voluntary government contributions, among them:

UN Children's Fund (UNICEF) helps children in less-developed countries through community-based services in health, nutrition, social welfare and education.

UN High Commissioner for Refugees (UNHCR) provides legal protection for refugees and gives them humanitarian, non-political aid in starting new lives.

UN Development Program (UNDP) supports country projects in agriculture, industry, education, communications, health and related fields.

UN Environment Program (UNEP) seeks solutions to pollution problems and promotes environmentally sound development.

UN Fund for Drug Abuse Control (UNFDAC) helps governments strengthen international control of narcotics.

Other programs include: **UN Conference on Trade and Development (UNCTAD), UN Disaster Relief Organization (UNDRO), UN Relief and Works Agency for Palestine Refugees in the Near East (UNRWA), World Food Program (WFP)**

STUDENT HANDOUT #11

THE GENERAL ASSEMBLY

GENERAL ASSEMBLY. The General Assembly is the main deliberative organ. It is composed of representatives of all Member States, each of which has one vote. Decisions on important questions, such as recommendations on peace and security, admission of new Members and budgetary matters, require a two-thirds majority. Decisions on other questions are reached by a simple majority.

Functions and Powers. Under the Charter, the functions and powers of the General Assembly include the following:

- to consider and make recommendations on the principles of cooperation in the maintenance of international peace and security, including the principles governing disarmament and the regulation of armaments;

- to discuss any question relating to international peace and security and, except where a dispute or situation is currently being discussed by the Security Council, to make recommendations on it;

- to discuss and, with the same exception, to make recommendations on any question within the scope of the Charter or affecting the powers and functions of any organ of the United Nations;

- to initiate studies and make recommendations to promote international political co-operation, the development of international law and its codification, the realization of human rights and fundamental freedoms for all, and international collaboration in economic, social, cultural, educational and health fields;

- to make recommendations for the peaceful settlement of any situation, regardless of origin, which might impair friendly relations among nations;

- to receive and consider reports from the Security Council and other organs of the United Nations;

- to consider and approve the budget of the United Nations and to apportion the contributions among Members;

- to elect the non-permanent members of the Security Council, the members of the Economic and Social Council and those members of the Trusteeship Council that are elected; to elect jointly with the Security Council the judges of the International Court of Justice; and, on the recommendation of the Security Council, to appoint the Secretary-General.

Under the "Uniting for peace" resolution adopted by the General Assembly in November 1950, the Assembly may take action if the Security Council, because of a lack of unanimity of its permanent members, fails to act in a case where there appears to be a threat to the peace, breach of the peace or act of aggression. The Assembly is empowered to consider the matter immediately with a view to making recommendations to Members for collective measures, including, in the case of a breach of the peace or act of aggression, the use of armed force when necessary to maintain or restore international peace and security.

Sessions. The General Assembly's regular session begins each year on the third Tuesday in September and continues usually until mid-December. At the start of each regular session, the Assembly elects a new President, 21 Vice-presidents and the Chairmen of the Assembly's seven Main Committees. To ensure equitable geographical representation, the Presidency of the Assembly rotates each year among five groups of States — African, Asian, Eastern European, Latin American, and Western European and other States.

In addition to its regular sessions, the Assembly may meet in special sessions at the request of the Security Council, of a majority of Members of the United Nations or of one Member if the majority of Members concurs. Emergency special sessions may be called within 24 hours of a request by the Security Council on the vote of any nine members of the Council or by a majority of the United Nations Members or by one Member if the majority of Members concurs.

At the beginning of each regular session, the Assembly holds a general debate, in which Member States express their views on a wide range of matters of international concern. Because of the great number of questions which the Assembly is called upon to consider (146 separate agenda items at the 1983 session of the Assembly, for example), the Assembly allocates most questions to its seven Main Committees: First Committee (disarmament and related international security matters); Special Political Committee; Second Committee (economic and financial matters); Third Committee (social, humanitarian and cultural matters); Fourth Committee (decolonization matters); Fifth Committee (administrative and budgetary matters); and Sixth Committee (legal matters).

There is also a General Committee, composed of the President and 21 Vice-Presidents of the Assembly and the chairmen of the seven Main Committees, and a Credentials Committee, appointed by the President at each session.

Some questions are considered only in plenary, rather than in one of the Main Committees, and all questions are voted on in plenary, usually towards the end of the regular session, after the committees have completed their consideration of them and submitted draft resolutions to the plenary.

Voting in committees is by a simple majority. In plenary, resolutions may be adopted by acclamation, without objection or without a vote or the vote may be recorded or by roll call.

While the decisions of the Assembly have no binding legal force for Governments, they carry the weight of world opinion on major international issues, as well as the moral authority of the world community.

The work of the United Nations year-round derives largely from the decisions of the General Assembly—that is to say, the will of the majority of the Members as expressed in resolutions adopted by the Assembly. That work is carried out:

- by committees and other bodies established by the Assembly to study and report on specific issues, such as disarmament, outer space, peace-keeping, decolonization, human rights and apartheid;
- in international conferences called for by the Assembly; and
- by the Secretariat of the United Nations—the Secretary-General and his staff of international civil servants.

THE SECURITY COUNCIL

SECURITY COUNCIL. The Security Council has primary responsibility, under the Charter, for the maintenance of international peace and security. The Council has 15 members: five permanent members--China, France, the Soviet Union, the United Kingdom and the United States--and 10 elected by the General Assembly for two-year terms.

Each member of the Council has one vote. Decisions on procedural matters are made by an affirmative vote of at least 9 of the 15 members. Decisions on substantive matters require nine votes including the concurring votes of all five permanent members. This is the rule of "great Power unanimity" often referred to as the "veto" power. All five permanent members have exercised the veto right at one time or another. If a permanent member does not support a decision but does not wish to block it through a veto, it may abstain.

Under the Charter, all Members of the United Nations agree to accept and carry out the decisions of the Security Council. While other organs of the United Nations make recommendations to Governments, the Council alone has the power to make decisions which Member States are obligated under the Charter to carry out.

Functions and Powers. Under the Charter, the functions and powers of the Security Council are:

- to maintain international peace and security in accordance with the principles and purposes of the United Nations;
- to investigate any dispute or situation which might lead to international friction;
- to recommend methods of adjusting such disputes or the terms of settlement;
- to formulate plans for the establishment of a system to regulate armaments;
- to determine the existence of a threat of the peace or act of aggression and to recommend what action should be taken;
- to call on Members to apply economic sanctions and other measures not involving the use of force in order to prevent or stop aggression;
- to take military action against an aggressor;
- to recommend the admission of new Members and the terms on which States may become parties to the Statute of the International Court of Justice;
- to exercise the Trusteeship functions of the United Nations in "strategic areas";

- to recommend to the General Assembly the appointment of the Secretary-General and, together with the Assembly, to elect the judges of the International Court.

The Security Council is so organized as to be able to function continuously, and a representative of each of its members must be present at all times at United Nations Headquarters. The Council may meet elsewhere than at Headquarters if it considers this advisable; in 1972, it held a session in Addis Ababa, and the following year, it met in Panama.

When a complaint concerning a threat to peace is brought before it, the Council's first action is usually to recommend that the parties try to reach agreement by peaceful means. In some cases, the Council itself undertakes investigation and mediation. It may appoint special representatives or request the Secretary-General to do so or to use his good offices. In some cases, it may set forth principles for a peaceful settlement.

When a dispute leads to fighting, the Council's first concern is to bring this to an end as soon as possible. On many occasions since the United Nations was founded, the Council has issued cease-fire directives which have been instrumental in preventing wider hostilities in many parts of the world. It also sends United Nations peace-keeping forces to help reduce tensions in troubled areas, keep opposing forces apart and create conditions of calm in which peaceful settlements may be sought. The Council may decide on enforcement measures, economic sanctions (such as trade embargoes) or collective military action.

A Member State against which preventative or enforcement action has been taken by the Security Council may be suspended from the exercise of the rights and privileges of membership by the General Assembly upon the recommendation of the Security Council. A Member State which has persistently violated the principles contained in the Charter may be expelled from the United Nations by the Assembly on the recommendation of the Council.

A State which is a Member of the United Nations but not of the Security Council may participate, without vote, in its discussions when the Council considers that that country's interests are specially affected. Both Members of the United Nations and non-members, if they are parties to a dispute being considered by the Council, are invited to take part, without vote, in the discussions in the Council; the Council lays down the conditions for participation by a non-member State.

ECONOMIC AND SOCIAL COUNCIL

ECONOMIC AND SOCIAL COUNCIL. The Economic and Social Council was established by the Charter as the principal organ to co-ordinate the economic and social work of the United Nations and the specialized agencies and institutions--known as the "United Nations family" of organizations.

The Council has 54 members who serve for three years, 18 being elected each year for a three-year term to replace 18 members whose three-year term has expired.

Voting in the Economic and Social Council is by simple majority; each member has one vote.

Functions and Powers. The functions and powers of the Economic and Social Council are:

- to serve as the central forum for the discussion of international economic and social issues of a global or interdisciplinary nature and the formulation of policy recommendations on those issues addressed to Member States and to the United Nations system as a whole;
- to make or initiate studies and reports and make recommendations on international economic, social, cultural, educational, health and related matters;
- to promote respect for, and observance of, human rights and fundamental freedoms for all;
- to call international conferences and prepare draft conventions for submission to the General Assembly on matters falling within its competence;
- to negotiate agreements with the specialized agencies, defining their relationship with the United Nations;
- to co-ordinate the activities of the specialized agencies by means of consultations with and recommendations to them and by means of recommendations to the General Assembly and to the Members of the United Nations;
- to perform services, approved by the Assembly, for Members of the United Nations and, upon request, for the specialized agencies;
- to consult with non-governmental organizations concerned with matters with which the Council deals.

Sessions. The Economic and Social Council generally holds two month-long sessions each year, one in New York and the other in Geneva. The year-round work of the Council is carried out in its subsidiary bodies--commissions and committees--which meet at regular intervals and report back to the Council.

Subsidiary bodies. The subsidiary machinery of the Council includes:

- six functional commissions: the Statistical Commission, Population Commission, Commission for Social Development, and the Commissions on Human Rights, on the Status of Women, and on Narcotic Drugs;

- five regional commissions: the Economic Commission for Africa (headquartered in Addis Ababa), Economic and Social Commission for Asia and the Pacific (Bangkok), Economic Commission for Europe (Geneva), Economic Commission for Latin America and the Caribbean (Santiago) and Economic Commission for Western Asia (Baghdad);

- six standing committees: the Committees for Programme and Coordination, on Natural Resources, on Non-Governmental Organizations and on Negotiations with Intergovernmental Agencies, and the Commissions on Transnational Corporations and on Human Settlements;

- a number of standing expert bodies on such subjects as crime prevention and control, development planning, international co-operation in tax matters, and transport of dangerous goods.

Non-governmental Organizations. Under the Charter, the Economic and Social Council may consult with non-governmental organizations which are concerned with these matters within the Council's competence. The Council recognizes that these organizations should have the opportunity to express their views and that they often possess special experience or technical knowledge of value to the Council in its work.

Over 600 non-governmental organizations have consultative status with the Council. They are classified into three categories:

Category I organizations are those concerned with most of the Council's activities; Category II organizations have special competence in specific fields of activity of the Council; and organizations on the Roster are those that can make an occasional contribution to the Council, its subsidiary organs or other United Nations bodies.

Non-governmental organizations which have been given consultative status may send observers to public meetings of the Council and its subsidiary bodies and may submit written statements relevant to the Council's work. They may also consult with the United Nations Secretariat on matters of mutual concern.

TRUSTEESHIP COUNCIL

TRUSTEESHIP COUNCIL. In setting up an International Trusteeship System, the Charter established the Trusteeship Council as one of the main organs of the United Nations and assigned to it the task of supervising the administration of Trust Territories placed under the Trusteeship System. Major goals of the System are to promote the advancement of the inhabitants of trust territories and their progressive development towards self-government or independence.

The aims of the Trusteeship System have been fulfilled to such an extent that only one of the original 11 Trusteeships remains--the Trust Territory of the Pacific Islands (administered by the United States). The others, mostly in Africa and the Pacific, have attained independence, either as separate States or by joining neighboring independent countries.

The Trusteeship Council acts under the authority of the General Assembly or, in the case of a "strategic area," under the authority of the Security Council. Under the Charter, its total number of members must be equally divided between those members which administer trust territories and those which do not. As the number of administering countries has decreased, so has the size of the Council. There are now only five members: the United States (administering State) and the other permanent members of the Security Council (China, France, the Soviet Union and the United Kingdom). Being a strategic area, the Trust Territory of the Pacific Islands falls within the responsibility of the Security Council.

Voting in the Trusteeship Council is by simple majority; each member has one vote.

The Council meets in annual sessions, usually in mid-year. It also holds special sessions when required.

Functions and Powers. The Trusteeship Council is authorized to examine and discuss reports from the Administering Authority on the political, economic, social and educational advancement of the peoples of Trust Territories and, in consultation with the Administering Authority, to examine petitions from and undertake periodic and other special missions to Trust Territories.

INTERNATIONAL COURT OF JUSTICE

INTERNATIONAL COURT OF JUSTICE. The International Court of Justice is the principal judicial organ of the United Nations. Its Statute is an integral part of the United Nations Charter.

The Court is open to the parties to its Statute, which automatically includes all Members of the United Nations. A State which is not a Member of the United Nations may become a party to the Statute on conditions determined in each case by the General Assembly upon the recommendation of the Security Council.

All countries which are parties to the Statute of the Court can be parties to cases before it. Other States can refer cases to it under conditions laid down by the Security Council. In addition, the Security Council may recommend that a legal dispute be referred to the Court.

Both the General Assembly and the Security Council can ask the Court for an advisory opinion on any legal question; other organs of the United Nations and the specialized agencies, when authorized by the General Assembly, can ask for advisory opinions on legal questions within the scope of their activities.

Jurisdiction. The jurisdiction of the Court covers all questions which States refer to it, and all matters provided for in the United Nations Charter or in treaties or conventions in force. States may bind themselves in advance to accept the jurisdiction of the Court in special cases, either by signing a treaty or convention which provides for reference to the Court or by making a special declaration to that effect. Such declarations accepting compulsory jurisdiction may exclude certain classes of cases.

In accordance with Article 38 of its Statute, the Court, in deciding disputes submitted to it, applies:

- international conventions establishing rules recognized by the contesting States;
- international custom as evidence of a general practice accepted as law;
- the general principles of law recognized by nations; and
- judicial decisions and the teachings of the most highly qualified publicists of the various nations, as a subsidiary means for determining the rules of law.

Membership. The Court consists of 15 Judges elected by the General Assembly and the Security Council, voting independently. They are chosen on the basis of their qualifications, not on the basis of nationality, and care is taken to ensure that the principal legal systems of the world are represented in the Court. No two Judges can be nationals of the same State. The Judges serve for a term of nine years and may be re-elected. They may not engage in any other occupation during their term of office.

The Court normally sits in plenary, but it may also form smaller units called chambers if the parties so request. Judgments given by chambers are considered as rendered by the full Court.

The seat of the Court is at The Hague.

THE SECRETARIAT

SECRETARIAT. The Secretariat services the other organs of the United Nations and administers the programmes and policies laid down by them. At its head is the Secretary-General, who is appointed by the General Assembly on the recommendation of the Security Council.

Secretary-General. The first Secretary-General of the United Nations was Trygve Lie, of Norway, who served until 1953. Dag Hammarskjöld, of Sweden, served from 1953 until his death in a plane crash in Africa in 1961. U Thant, of Burma, served as Secretary-General until 1971. He was succeeded by Kurt Waldheim, of Austria, who served from 1972 to 1981. The present Secretary-General is Javier Pérez de Cuéllar, of Peru, who took office on 1 January 1982.

As one of his/her many functions, the Secretary-General may bring to the attention of the Security Council any matter which, in his/her opinion, threatens international peace and security, and may use his good offices to help in resolving international disputes.

The Secretariat, an international staff of more than 16,000 men and women from over 140 countries, carries out the day-to-day work of the United Nations both at Headquarters in New York and in offices and centres around the world. As international civil servants, they work for the Organization as a whole; each takes an oath not to seek or receive instructions from any Government or outside authority.

Under Article 100 of the Charter, each Member State undertakes to respect the exclusively international character of the responsibilities of the Secretary-General and the staff and not to seek to influence them in the discharge of their duties.

The work of the Secretariat is as varied as the list of problems dealt with by the United Nations. It includes: administering peace-keeping operations; organizing international conferences on problems of world-wide concern; surveying world economic and social trends and problems; preparing studies on such subjects as human rights, disarmament and development; and interpreting speeches, translating documents and servicing the world's communications media with information about the United Nations.

STUDENT HANDOUT #12

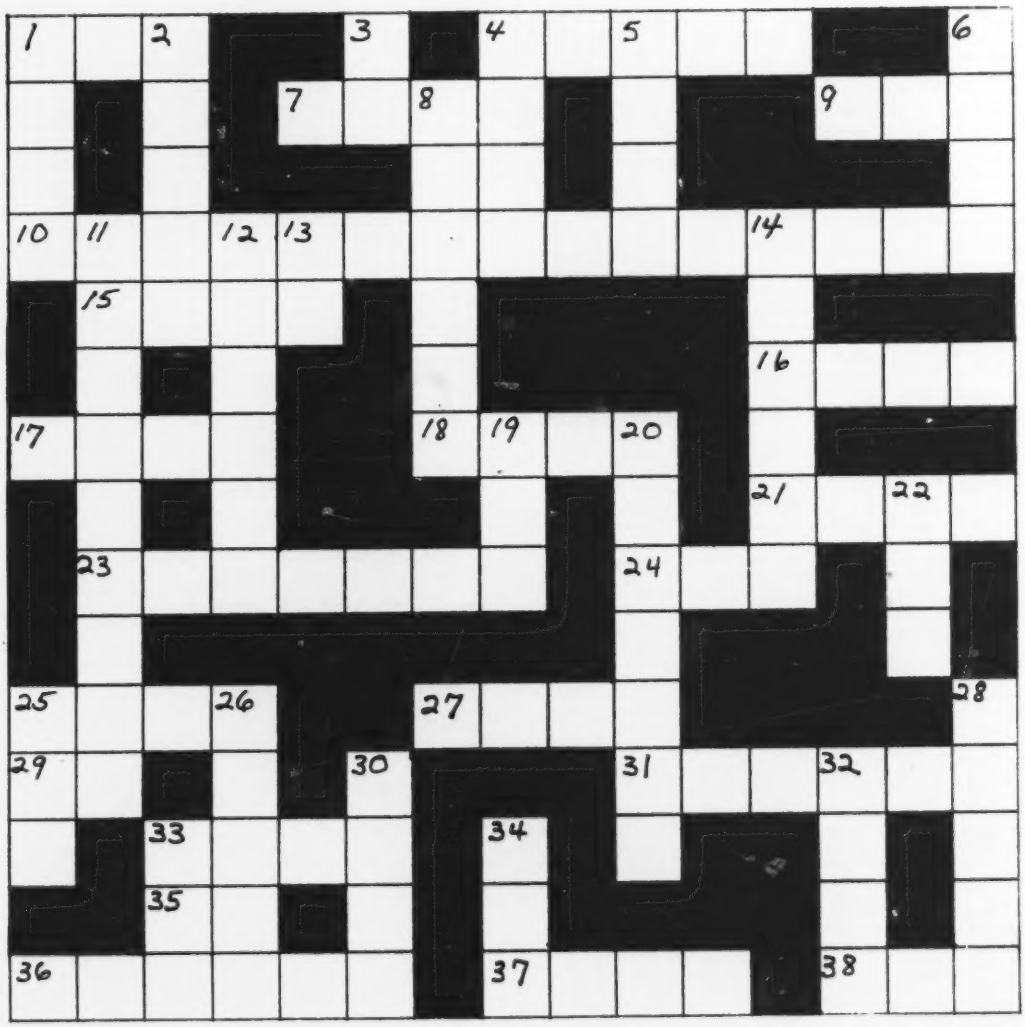
UNITED NATIONS ACTIVITIES/CONCERNS

Use the United Nations System chart and the Specialized Agencies and UN Programs handout to determine which organization(s) in the United Nations would be most likely to deal with each of the following activities. In many cases, more than one organization will be involved.

Activity/Concern	United Nations Organization(s) Involved
1. Cholera outbreak across Europe	
2. Air traffic control problems	
3. Countries having trade disputes	
4. Mail service between countries	
5. Rebuilding after an earthquake	
6. Disputes over fishing rights	
7. Refugees with no country willing to accept them	
8. Nuclear energy plant disaster	
9. One country threatening to militarily attack another country.	
10. Illegal drugs going from country to country.	

STUDENT HANDOUT #13

THE UNITED NATIONS



ACROSS

1. Raises nutrition levels and living standards (abbr.).
4. Eastern country with a very large population.
7. Culture found in Ancient Peru.
9. Coordinates health action on a global basis (abbr.).
10. Former Secretary-General of the United Nations who died in a plane crash.
15. A necessary ingredient for successful crops.
16. Each member of the General Assembly has one of these on each issue.
17. The United Nations wants to stop this type of action.
18. Author unknown (abbr.).
21. Opposite of west.
23. Large city in Ontario, Canada.
24. The United Nations attempts to keep this from taking place.
25. Promotes all aspects of civil aviation (abbr.).
27. Five countries in the Security Council have _____ power.
29. What you call yourself.
31. President of the United States during the 1980s.
33. Pepsi _____.
35. Opposite of off.
36. City where ECOSOC meets once per year.
37. Another name for the World Bank (abbr.).
38. One plus one equals _____.

DOWN

1. The United Nations attempts to make sure that people are not short on this product.
2. Alpha and _____.
3. Organization we are learning about (abbr.).
4. Promotes peaceful uses of atomic energy and nuclear materials (abbr.).
5. "Around the world in 80 _____.
6. Precious metal.
8. Useful to have while on a vacation.
11. An agreement signed to end fighting between countries.
12. Leader of Germany during World War II.
13. Anti-Nuclear (initials).
14. First name of the Secretary-General of the United Nations during the 1980s.
19. Non Governmental Organization (initials).
20. City where the United Nations headquarters is located.
22. Mediterranean _____.
25. Provides technical and financial assistance to countries having balance of payments difficulties (abbr.).
26. Pollution can cause problems with this atmospheric condition.
28. United Nations Disaster Relief Organization (initials).
30. Same as #4 down.
32. General Agreement on Tariff and Trade (initials).
33 One who is not in favor of a position or statement.
34. Initials for the system sometimes called "Star Wars."

STUDENT HANDOUT #14

THE UNITED NATIONS

G	S	Y	B	D	P	E	A	C	E	H	I	U	P	U
E	E	R	A	M	C	C	R	I	F	E	C	I	N	U
M	C	N	Q	A	P	Q	N	A	U	B	D	I	F	T
Z	U	G	E	T	L	M	O	T	R	C	T	F	C	A
T	R	H	J	R	C	O	S	O	C	E	L	A	H	I
M	I	M	F	J	A	V	T	W	D	V	R	D	M	R
C	T	Y	A	C	M	L	U	N	E	S	C	O	N	A
B	Y	E	N	W	J	Y	A	I	W	O	Q	Z	P	T
A	C	O	Q	G	F	T	N	S	W	A	P	N	J	E
M	O	N	E	N	I	X	H	O	S	X	F	A	Q	R
T	U	U	R	O	D	W	G	E	N	E	V	A	G	C
L	N	O	N	Y	H	K	V	B	J	B	M	S	R	E
L	C	S	M	O	C	M	X	I	W	T	U	B	K	S
I	I	N	L	S	C	L	D	T	H	Z	J	F	L	N
F	L	M	E	U	H	A	G	U	E	I	T	V	K	Y

STUDENT HANDOUT #14

THE UNITED NATIONS WORDSEARCH

The words and abbreviations in the list are in the diagram. Each word and abbreviation is in a straight line, but some are written backwards while others are on a slant. Circle the answers when you locate them.

UNITED NATIONS

GENERAL ASSEMBLY

SECURITY COUNCIL

SECRETARIAT

HAGUE

PEACE

GENEVA

ECOSOC

UNESCO

UNICEF

IFAD

ITU

IMF

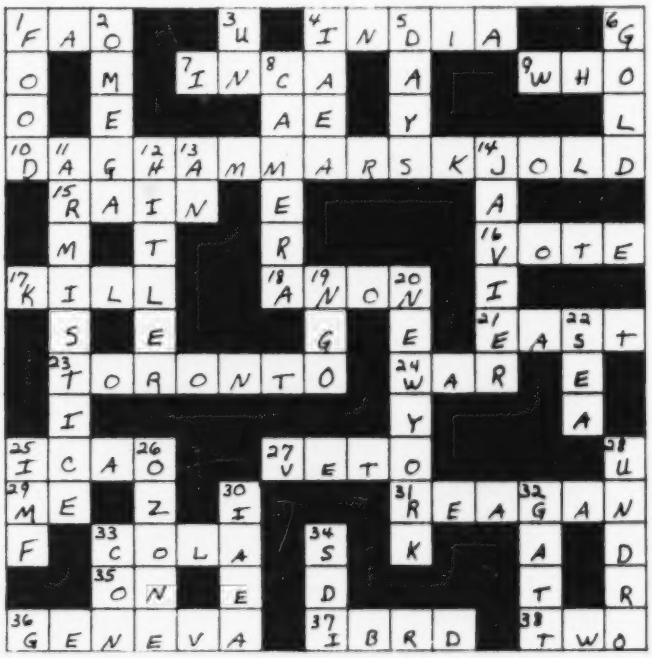
UPU

WHO

THE UNITED NATIONS

ANSWER SHEET for Student Handouts #13 and #14

G S Y B D P E A C E H I U P U
E E R A M C C R I F E C I N U
M C N Q A P Q N A U B D I F T
Z U G E T L M O T R C T F C A
T R H J R C O S O C E L A H I
M I M F J A V T W D V R D M R
C T Y A C M L U N E S C O N A
B Y E N W J Y A I W O Q Z P T
A C O Q G F T N S W A P N J E
M O N E N I X H O S X F A Q R
T U U R O D W G E N E V A G C
L N O N Y H K V B J B M S R E
L C S M O C M X I W T U B K S
I I N L S C L D T H Z J F L N
F L M E U H A G U E I T V K Y



Lesson Seven - The United Nations Efforts Around The World

Objectives: The students will be able to demonstrate:

- their knowledge of the changing world and the changing United Nations.
- their knowledge of various United Nations efforts to resolve world problems.
- their ability to predict what the future holds for selected world problems.

Materials and Equipment:

Student copies of The United Nations: Challenging The Future and UN Accomplishments: A Sampler. (Student handouts #15 and #16)

Student copies of the materials you have from the series, Issues of the 80s.

Student copies of sections from Basic Facts About The United Nations if the teacher has a copy.

Teaching Procedures:

1. Distribute copies of The United Nations: Challenging The Future. This can be assigned to read before the lesson or the article can be read in class. Hold a class discussion which emphasizes the major points of the article including:
   - The changing world
   - The changing United Nations
   - A list of United Nations accomplishments (Distribute a copy of UN Accomplishments: A Sampler to get specific data on selected United Nations accomplishments.)
   - The fact that the world still has many problems
   - What the United Nations goals are for the year 2000
2. There are several documents that focus on United Nations efforts to resolve some of the major problems in the world. What you do with these documents depends upon your access to the documents and how much time you plan to devote to the United Nations module. Many of the documents are found in the United Nations Association of the United States of America (UNA-USA) series Issues of the 80's and are available by contacting their office at 485 Fifth Avenue, New York, NY 10017-6104 (212) 697-3232.

   One suggestion is to have your students recall the ranking of world problems activity done earlier in the module. Each student should be responsible for at least one concern on their personal priority list. The students should receive the handout on the problem and write responses to the following:

A. A description of the problem

B. What the United Nations efforts have been to resolve the problem including their success and lack of success.

C. What the United States response has been on the issue (if information available).

D. Predictions for the future.

The Issues Included:

Arms Control and Disarmament
Presidential Commission on World Hunger
Shelter For The Homeless
The UN and the War on Drugs
The UN and Human Rights
The World Refugee Crisis
Racism and Racial Discrimination
The UN and the World's Women
The Environment
The World Water Decade
The UN and the Law of the Sea

3. If you have access to the publication, Basic Facts About the United Nations, it would be very useful in reviewing an account of United Nations efforts from its point of view. The book contains detailed accounts of its work. Sections of the publication could be duplicated for student use in researching and reporting on the efforts of the United Nations.

The publication is available from:

United Nations Publications
Sales Section
Room DC 2-0853
New York, NY 10017

Optional activity: Have students conduct an interview of community groups working on world issues locally and relating the local work to the international efforts in a written report or volunteering time at one of the local community groups working on the problem, keeping a log of activities, and personal reactions to share with class.

STUDENT HANDOUT #15

THE UNITED NATIONS: CHALLENGING THE FUTURE

The trauma of world war spurred the Great Powers to initiate the establishment of the United Nations in the hope that a period of world peace might be sustained through increased international contact and cooperation. On June 26, 1945, 51 nations signed the Charter of the United Nations in San Francisco, marking the beginning of this new era of global awareness.

Forty years later, the United Nations struggles to live up to the enormous expectations surrounding its creation. It is a very different world--smaller, more interdependent and integrated and, perhaps most importantly, greatly more aware of the need to cooperate in the increasingly urgent search for collective survival. Scientific and technological advances have now given the human race the means of providing itself with adequate food, health, shelter, protection against natural calamity and security--mankind's perpetual preoccupations. Communication is instantaneous, world travel commonplace and interest in each other--our cultures, languages and well-being--has never been more active.

Today the United Nations remains the central vehicle for cooperation and debate among nations, but it too is quite different. The great wave of decolonization--which has seen the birth of more than 80 new nations--is virtually complete. The 159 member states of the organization represent virtually all the people on earth. The United Nations has become, through the work mandated by its Economic and Social Council and the General Assembly, the largest instrument for human development that the world has ever known. Eighty percent of the budget and personnel of the United Nations is now devoted to economic and social development, to the struggle to raise living standards for all. Much of our new planetary awareness springs from the groundwork done by the United Nations. The United Nations has articulated the common goals of humanity and provides the common ground on which to discuss and debate our working agendas.

It is through the United Nations and its 32 specialized agencies and programs that the first comprehensive work has been done to take a systematic inventory of the planet, its people, their living conditions and the resources available to improve those conditions. Thanks to the censuses carried out under the auspices and guidelines of the UN, we knew the earth's population for the first time in 1953 (2.4 billion). More importantly, these censuses generated the information that enables officials at local, regional and national levels to assess health, food, literacy and employment needs and chart the future policy with some realism and accuracy. This knowledge in itself, and the mechanisms set up to gather the information, have enabled humanity to act collectively with a sound understanding of the problems we face.

The United Nations has created what can be called the "Legal Office of the World" in which over 350 treaties and conventions have been painstakingly elaborated and adopted by member states and deposited with the Secretary-General. It is the UN, which, for the first time in history, has created a universal code of human rights, one to which all nations can subscribe and to which all people can aspire. It has adopted covenants on civil and political as well as economic, social and cultural rights. It has devised international

guidelines for civil aviation, road, radio and maritime traffic, as well as postal operations that have greatly improved the safety and efficiency of these services now essential to the modern world.

It has overseen the gradual elaboration and implementation of codes of conduct affecting everyone from political refugees to consumers to the victims of crime and torture. It has developed codes and declarations for the rights of disabled persons, for children, for migrant laborers and political prisoners. After a hesitant beginning, the United Nations has sought to place women in their rightful place as equals in all aspects of social and economic life. When the member states of the General Assembly recognize these fundamental principles and norms, they are placed on the agenda of each nation and incorporated into their own codes, practices and legislation. As such, they become an increasingly legitimate and familiar part of a world norm, and their violation produces sharp protest and alarm.

It is the United Nations that has called for a new international economic order that would reduce international tensions by establishing more just economic, financial and trade relations between the developed and developing countries. While the emergence of this new order has been frustrated over the past decade, the United Nations has contributed greatly to the unprecedented transfer of enormous amounts of technical and financial assistance to underdeveloped regions of the world. Initially, this transfer has involved training programs, ongoing campaigns to eradicate disease and illiteracy, to provide the basic infrastructures for transportation, communication, housing, safe water and sanitation facilities and to ensure the economic growth needed to sustain improved living standards.

It has promoted research and collaboration in science and technology for the benefit of mankind. It has defined the rights and duties of states, guaranteeing their sovereignty over their natural resources, and is evolving standards for another new phenomenon, the transnational corporation. It has set standards for the safe and equitable exploitation of the oceans and peaceful use of outer space. It has produced a remarkable labor code designed to define and protect the rights of working people everywhere and ensure constant improvement in their working conditions and benefits.

It is the United Nations that has devised early warning systems that sound the alarm regarding natural or manmade disasters and catastrophes in the making. It has provided the world with short- and long-term forecasts in the areas of population, food production, energy and multiple environmental problems such as desertification, deforestation, and acid rain--problems that can only be solved through collective action. It has provided massive relief operations in natural calamities such as typhoons and earthquakes, and manmade disasters such as the famines in Africa and the Indian subcontinent or political upheavals in Asia and Latin America. It monitors food production and food stocks around the world, alerting the world when stocks of essential commodities are dangerously low. Its monitoring of communicable diseases has led to the total eradication of smallpox from the world, and the control of tuberculosis, cholera, typhoid and malaria, which collectively have killed millions of persons every year.

In spite of these advances, it remains a truism that humanity still does not have its priorities right. At 40, the United Nations is witnessing an impasse in both East-West and North-South relations. The effort for countries to work together is under attack as countries increasingly emphasize unilateralism. The world still spends 30 times the amount on armaments as is spent on development. Technology keeps slipping out of peaceful controls. The number of seriously malnourished and illiterate people is increasing. Terrible, often irreparable harm continues to be done to our environment. The world economy has seriously faltered, and doubts remain as to whether the worst global economic crisis since the 1930s is truly behind us.

Yet the agenda that has been slowly and painstakingly elaborated at the United Nations compels our forward vision. The United Nations now struggles to come to grips with the emergence of a newly identified social problem--the elderly. It is increasingly concerned about human settlements--how and where people live. It is organizing forces to combat desertification and pollution. It is devoting attention to the new areas of planetary concern--the exploration and exploitation of outer space, of the sea bed and the ocean floor, of the potentials of new and renewable sources of energy and the peaceful uses of nuclear energy. Concrete steps are being taken to prevent further damage to the biosphere and to study how to use biotechnology to meet future food demands.

The United Nations has targeted the year 2000 for many more essential accomplishments. It aims to ensure that all people have access to clean water, to adequate health facilities. It plans to have brought many tropical and communicable diseases under control and to stabilize the world's population growth. It envisions a world where no child will go to bed hungry and can reach maturity expecting a useful education and meaningful work. The United Nations will sustain its support of the rights of women so that their full participation in the world's development is unquestioned. It hopes to forge a new international economic order that better reflects the great economic transformations that continue to take place around the world. These are goals that have been collectively set by the United Nations General Assembly. They are, for the first time in history, within our reach, but they will require a renewed commitment to international cooperation.

From the United Nations
Department of Public Information

STUDENT HANDOUT #16

UN ACCOMPLISHMENTS: A SAMPLER

Peacekeeping: Since 1945, the UN has helped settle disputes in almost 70 trouble spots around the world through the efforts of the Security Council, the General Assembly and the behind-the-scenes negotiations of the Secretary-General. Current peacekeeping forces include: UN Disengagement Observer Force on the Golan Heights; UN Force in Cyprus; UN Interim Force in Lebanon; UN Military Observer Group in India and Pakistan; UN Truce Supervision Organization in the Middle East.

Children: Through services in education, health, emergency relief and in other areas, UNICEF has improved life for over 960 million children in 104 countries.

Drug Control: UN Fund for Drug Abuse Control has helped cut illegal opium production by 50 percent in Burma, Thailand, Laos, and Pakistan through programs of crop substitution.

Health: World Health Organization (WHO) has wiped out smallpox worldwide. Among its other varied projects, WHO sponsors a global program to fight cancer.

Weather: Through the World Meteorological Organization's Weather Watch, which issues over 100,000 weather reports daily, the US Weather Bureau alone has doubled the amount of data available for weather predictions.

Population: UN Fund for Population Activities has helped with 1,300 projects related to population planning in over 100 countries.

Job Training: UN Development Program (UNDP) has created or expanded over 1,100 institutions to teach skills needed to increase productivity and earning. The International Labor Organization (ILO) runs the International Center for Advanced Technical and Vocational Training in Italy, emphasizing the needs of less-developed countries.

Economic Development: UNDP has carried out more than 4,000 national and regional projects. These provide the basics for sound planning for economic expansion and social change. The World Bank has given assistance in 121 countries for electric power, agriculture, education, population activities, nutrition, water supply, transportation and telecommunications.

Atomic Energy: The International Atomic Energy Agency (IAEA), with the Food and Agriculture Organization, has supported about 200 projects a year to promote new productive uses of nuclear power, such as the improvement of crop varieties, pest-control and animal feed. In 1970, IAEA established the International Nuclear Information System, on peaceful uses of nuclear energy.

Education: UNESCO has trained more than 64,000 teachers and education planners in less-developed countries. Through its technical assistance program, UNESCO has helped 24 countries in building schools, providing thousands of places for students.

Cultural Activities: In UNESCO's international campaign to save the temples of Nubia, ancient Egyptian monuments on sites now covered by the waters of the Aswan Dam, 22 temples were successfully rescued. UNESCO has also organized two World Festivals of Black Art.

Environment: UN Environment Program has financed more than 400 projects in areas such as marine pollution, controlling deserts, and ecological planning.

Emergencies: World Food Program has helped supply food in 275 emergency situations in 94 countries.

Human Rights: Opposing South Africa's racial policy of apartheid, the Security Council, in 1977, imposed a ban on arms shipments to that country. In 1966, the Security Council ordered economic sanctions against Rhodesia in opposition to that country's racist government policies.

TEACHER RESOURCE

FACT SHEETS

Easy-to-read background information about the U.N. and key issues.

The United Nations at a Glance. Updated annually. Gives basic information on the U.N., listing member states, the specialized agencies, and participants in U.N. bodies.

Financing the United Nations. Updated annually. Analyzes the U.N. financial process. Includes a list of the most recent contributions of all member states in terms of gross national product and an analysis of U.S. contributions to the U.N. system.

1987: The International Year of Shelter for the Homeless (IYSH). 1987. Discusses multilateral and national initiatives for 1987 and beyond to address the needs of an estimated billion people--a fifth of the world population--who are inadequately housed and the 100 million who have no shelter at all.

The U.N. and the War on Drugs. 1987. Global strategies and masterplans to combat drug abuse, trafficking, and cultivation, with details about the U.N. agencies, international treaties, and national programs that are enlisted in this battle.

Congress and the United Nations. 1987. A look at congressional powers and legislation affecting the U.N. Includes the composition of all congressional committees dealing with U.S. participation in the U.N. system, and a diagram demonstrating the typical path of legislation.

The United Nations and the World's Women. 1986. The activities and accomplishments of the International Decade for Women (from its opening days in 1975 through the Nairobi Conference in 1985, which approved the Forward-Looking Strategies for the Advancement of Women) and the U.N. sponsored conventions, commissions, funds, and institutes that will aid the cause of women in the decades ahead.

The U.N. and Human Rights. 1983. Includes a history of the U.N.'s role in the protection of human rights, with charts illustrating human rights organs in the U.N.

Arms Control and Disarmament: The U.N. Dimension. 1982. Backgrounder on U.N. work in arms control and disarmament. Chronology of key treaties and agreements.

The World Water Decate. 1981. Describes U.N. efforts to provide clean water and adequate sanitation for all people by 1990. Includes program activities and list of available resources.

Contact:

UNA - USA
485 Fifth Avenue
New York, NY 10017-6104
1-212-697-3232

UNA - MN
1929 South 5th Street
Minneapolis, MN 55454
1-612-333-2824

Lesson Eight - The United Nations—Misconceptions, Limitations and Success

Objectives: The students will be able to demonstrate:

- a knowledge of the misconceptions held about the United Nations.
- a knowledge of the limitations on United Nations actions.
- their point of view on the value of the United Nations.

Materials and Equipment:

Student copies of Misconceptions About The United Nations (Student Handout #17)

Student copies of speeches by Ambassador Jaime DePinies and Dr. John E. Fobes (Student handouts #18 and #19)

Teaching Procedures:

1. Distribute copies of Misconceptions About The United Nations to be read as either a homework assignment or as an in-class activity.

2. Hold a discussion with the class that deals with the following issues:

   - The changing United Nations
   - The ability/inability to stop wars
   - Anti-American sentiment in the United Nations
   - The non-western countries in the United Nations
   - Does the United States need the United Nations?
   - The amount of money the United States contributes to the United Nations

Note to the Teacher: There are some additional points on both sides of the issues that can be used by the teacher while discussing values and limitations on United Nations activities:

- **Positive Viewpoints**

  A. Almost universal membership. The United Nations is the world's most representative body of nations. Almost all countries in the world are members.

  B. The United Nations provides a forum where any member nation may discuss world problems and present its point of view to world public opinion.

C. The uniting for peace resolution enables the General Assembly to deal with a threat to world peace if the Security Council fails to act because of a veto. It states that the General Assembly, if not in session, may be summoned into emergency session within 24 hours and may recommend, by a two-thirds vote, that United Nations members take collective action including the use of armed force.

D. The United Nations keeps the world from reverting to total international anarchy. It serves as a bridge between the opposing sides in the cold war and enables the neutral nations to bring their influence to bear upon world problems.

- **Limitations**

A. Bloc voting in the United Nations sometimes causes problems. The three major blocs (Western, Communist/Socialist, and Afro-Asian) can be a devisive force within the United Nations that tends to aggravate international friction.

B. The use of the veto power in the Security Council limits the effectiveness of that principal organ of the United Nations.

C. Some nations have refused to heed United Nations resolutions on the ground that the issues involved are domestic matters and therefore not subject to United Nations jurisdiction. In other cases, nations have defied the United Nations on the ground that they had acted to protect their national interests.

d. Some nations, notably the United States, Great Britain, and the Soviet Union, have frequently resorted to direct diplomacy and other action outside the United Nations. They directly negotiated nuclear test ban treaties, each gives aid to developing nations directly and together with France have held summit meetings to improve East-West relations. Some feel that this action hurts the United Nations prestige.

3. Included in the module are two speeches given very recently on the success and limitations of the United Nations. These speeches provide excellent summaries of what we have been learning and will provide the springboard for class discussion.

4. As a final, wrap-up assignment, have students, working in groups of 3-4, write and deliver an address to the General Assembly, representing an individual country's point of view on the value of the U.N.; or have a debate on, Does the United States need the United Nations?

STUDENT HANDOUT #17

MISCONCEPTIONS ABOUT THE UNITED NATIONS

Criticisms of the UN often arise from misconceptions about what the UN can and cannot do. Here are some examples:

The UN is not the same institution we helped set up and gave our support to in 1945. There is no question that the UN "ain't what she used to be." But neither is the rest of the world. Since 1945 there have been far-reaching changes at all levels of society - economic, technological, sociological and cultural - and these changes are reflected in new international relationships. For the first 15 years, the developed countries commanded a majority in the UN. Since then, almost 100 new nations have been created and admitted to the UN, nearly all ex-colonies, almost all very poor. Their policies at the UN reflect their own distinctive priorities and aspirations. But, though the world has changed since 1945, the UN's purpose remains the same: international peace, security and cooperation for a better world. The emphasis on development has increased since the UN's birth, but it is not a new focus. Article 55 of the Charter states that a chief UN concern is promotion of "higher standards of living, full employment, and conditions of economic and social progress and development." The need for an organization where nations can discuss and work out their differences and the world's problems has intensified over the past 40 plus years.

The UN is ineffective. It has been unable to prevent or even stop wars. Since 1945, the UN has helped settle disputes in almost 70 trouble spots. Today, its peacekeeping forces and behind-the-scenes diplomacy help maintain stability in places where, otherwise, destruction of life and property would be widespread.

The alleged ineffectiveness of the UN is based on the widely-held misconception that the UN has the power to force its Member States to take action against what each considers its own national interest. The UN has no such power. It is an international forum where national governments, with national interests, come together to discuss international problems. The UN can only take action when these Member Nations - particularly the major powers - agree it should. Generally, however, long-standing, intractable issues, having reached crisis proportions, are brought to the UN as a last resort, when all other means have failed. Despite all this, when given the authority to function, the UN has been able to act quickly and effectively.

The UN is controlled by an irresponsible and anti-American majority. This statement conjures up an image of a Third World coalition ganging up on the US and its allies at every opportunity, disregarding US interests and mocking US values. An examination of general debate statements in the General Assembly (GA), however, shows hardly any evidence for this kind of picture. Though it is true that a handful of countries do use their general debate statements to attack the US, the number that have done so in the past few years has dropped dramatically. As US efforts to resolve difficult problems in the Middle East and southern Africa continue, our relations with Third World countries have improved significantly. In fact, the US has assumed a leadership role in the UN for the first time in years on a number of critical issues.

The UN is anti-Democratic. It is true that a majority of UN Member States do not have a system of government rooted in democracy. On the other hand, one of the UN's strengths is that both its principle and structure are democratic. Though the US may sometimes find itself on the losing side of an argument, its minority position is the result of the substance of the issue, rather than its opponents' form of government.

A powerful country like the US doesn't need to cooperate with smaller, less powerful countries. In our interrelated world, all nations - powerful or not - depend on one another. Though the reliance of smaller, less powerful countries on industrialized nations such as the US may be obvious, the dependence is very much a two-way street. Trade with less-developed countries, for example, accounts for 1/3 of all US export sales; one American in eight owes his or her job to foreign trade. Because of the interdependent nature of the world - economically, socially, politically - cooperation is essential.

All the money the US pours into the UN goes to other countries. The US doesn't get any return on its investment. The UN is an excellent investment for the US - not simply in political or "good will" terms, but in hard monetary terms as well. For example, its 1978 contribution to the UN Development Program gave the US a return of 112 percent. That year the US contribution to UNDP of $115 million produced $129 million in salaries for US experts, the purchase of US equipment and support services, fellowships in US colleges and universities, and subcontracts for US firms.

The US pays an undue share of an outrageously high UN Budget—more than any other member country. The UN's regular annual budget is about $720 million; hardly outrageous for an international organization working worldwide for peace, justice and development. The organization's entire regular budget is, in fact, less than that of the New York City Fire Department.

The US contributes 25 percent of the UN's regular yearly budget, about $.78 per American. Although the US pays a percentage larger than any other Member State, the amount a country pays is set by a scale of assessments, determined by a nation's relative ability to pay, based on net national income. A nation's assessment is part of its legal obligation as a UN Member State. The US has the highest assessment. In 1973, a ceiling was placed on assessments, so that no country would pay more than 25 percent. Previously, the US had been assessed at up to 40 percent. The scale of assessments is reviewed every three years by a committee on which the US is represented.

STUDENT HANDOUT #18

KEYNOTE ADDRESS

By

Ambassador Jaime DePines

Former Permanent Representative of Spain to the United Nations
and President of the General Assembly

I think it will be in order at this university, Texas A & M, which I think stands for agriculture and mechanics, to deal with the United Nations. Above all, I am going to explain to you how the mechanism for protection of peace and security in the world works, and maybe you can give me some advice about the mechanics of the United Nations. Maybe they need to be greased, maybe they need to be mended. I'm ready to listen to any suggestions you might have.

I will refer to the purposes of the United Nations as a tool to understanding. The Charter of the United Nations was signed on the 26th of June, 1945, in San Francisco, at the conclusion of the United Nations Conference on International Organization. The anniversary of the U.N., however, is celebrated on the 24th of October, the date on which the Charter came into force in 1945. This fact is important because it means that during the writing and negotiating over the Charter, the world had yet to know of the horrors of the atomic age. The bombs that fell on Hiroshima and Nagasaki came after the signing of the Charter.

Exhausted by the misery, disaster and horror of World War II, the world was anxious to put an end to this tragic situation and allow recovery, restore stability and, above all, create a mechanism to put an end to the recurrence of war. The very exhaustion of these states led to a mechanism that created an instrument to resolve problems peacefully. At the very least, governments could air their disagreement in serenity. This was an historic and euphoric moment. Regrettably, it did not last long. Distrust and suspicion, which had never been absent, returned in force.

The preamble of the Charter of the United Nations begins with these words: "We, the people of the United Nations, determined to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, etc." With these words we are reaffirming our resolve to avoid a future reconflagration comparable to the scale of human suffering that the world wars brought about. The preamble goes on to reaffirm faith in fundamental human rights, to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and to promote social progress and better standards of life in light of freedom.

"Primo Vivere Deinde Philosophari." In other words, the first thing we need: survival--to live--and then we will think on something else. If we do not avoid war, there can be neither social progress nor development. Without peace and tranquility, it is not possible to advance except, of course, in the arts of war, which none but the perverse minds could desire. The preamble of the Charter is so important that in its first article the Charter establishes the following as the purposes of the United Nations:

Speech taken from a Student Conference on National Affairs at Texas A & M, in February, 1987.

"To maintain international peace and security and to that end, to take effective collective measures for the prevention and removal of threats to the peace and for the suppression of acts of aggression or other breaches of the peace;"

"To develop friendly relations among nations based on respect for the principles among others of self-determination of peoples;"

"To achieve international cooperation in solving international problems of an economic, social, cultural or humanitarian character;

"And to be a center for harmonizing the actions of nations in the attainment of these common ends."

Having reviewed the purposes of the United Nations, a natural question to ask is whether the organization has satisfied the high hopes and expectations that were present at the signing of the Charter and, in addition, whether the United Nations is equipped to accomplish its mandated purposes. We noted that the Charter was written in the pre-atomic age. To its enduring credit, it is approximately as old as the precarious peace spawned by the nuclear age. In this fundamental sense, the United Nations has been a major success.

Before attempting to assess how the United Nations has fared in meeting other objectives, however, it is useful to ask first how well equipped it is to do the job. The effectiveness of the organization in turn revolves around the democratic spirit found in the Charter. The United Nations is based, among others, on the principle of sovereign equality of all its member states. But are they, in fact, all equal? Or are there some with special privileges? In effect, and even though the principle of sovereign equality is enshrined in the Charter, one must be clear about which organ of the United Nations one is referring to. If reference is made to two of the principal organs of the United Nations, the General Assembly and the Security Council, we can note important differences in this regard. The Charter establishes that each member has one and only one vote in the General Assembly. Decisions are taken either with a simple majority or two-thirds of the vote, depending on the nature of its issue. In the Security Council, however, two separate groups are created: five permanent members that have the right to veto and non-permanent members that don't have the right to veto. The Charter, therefore, overlooks the principle of sovereign equality when it comes to the Security Council. The five permanent members of the Security Council are China, France, the Soviet Union, the United Kingdom and the United States. At this very moment, the non-permanent members are from Latin America--Argentina and Venezuela; from Africa--Congo, Ghana and Zambia; from Asia--United Arab Emirates and Japan; from Europe--Federal Republic of Germany and Italy; and from Eastern Europe--Bulgaria.

The permanent members who were victors of World War II were undoubtedly selected for political reasons, even though some have argued that nuclear capacity, size of standing armies and even national wealth played a role in the initial selection. But I find these other reasons unconvincing, given that the United States had the virtual monopoly on nuclear arms until four years after the signing of the Charter, that is, until 1949. And since it was by far the richest country in the world at that time, it accounted for almost one-half of world gross national product, whereas it represents about 20 percent today.

Indeed, if one were to reassign permanent membership today, logic would dictate that losers of the war should be taken into account, since they currently occupy number two and 40 slots in terms of world gross national product.

Be that as it may, the fact is that from the 21st of August to the 7th of October in 1944, a conference was held in Dumbarton Oaks to decide upon the manner of continuing the war against Germany and Japan. At this conference, the Allies also named a group of experts to propose recommendations for the creation of one international organization that could put an end to armed conflict and act as a center for reaching agreement or at least understanding. This was the official starting point of the writing of United Nations Charter. Of course, we should remember the Atlantic Charter signed between Prime Minister Churchill and President Roosevelt aboard the Prince of Wales battleship, in which they agreed to make recommendations to every country to renounce to the world war as an instrument of politics, and the declaration of 1942, in which the Allied countries decided to create an organization, and on the other hand, not to seek a separate peace with those countries with which they were at war at the time.

At the time of its writing, it was evident that either the organization was to allow veto power to exist or there would be no organization. Fearing that some of the great powers would disassociate themselves from the process, the veto was accepted as the lesser of the two evils. Moreover, it is important to remember that at the time of the signing of the Charter, the United Nations had only 51 members. Today, with 159 members, it would be very difficult, if not impossible, to create a new organization without some special privileges. Even with these privileges, it would be difficult to replicate the experience that led to the United Nations without another major war. Would there be enough of us around to see it?

Originally, the Security Council had 11 members. This was enlarged to 15 through an amendment to the relevant article of the Charter, Article 23 by the General Assembly in December 1963. This amendment came into force on the 31st of August of 1965; in other words, when two-thirds majority ratified this amendment. To be binding, amendments to the Charter must be ratified by the two-thirds to which I have just referred, of the United Nations membership, including all permanent members of the Security Council; hence, it is constitutionally very difficult to modify the Charter. It is sufficient for one permanent member of the Security Council to block passage of an amendment. In other words, the permanent members have the veto in amending the Charter.

This is why when they start talking about suppressing the veto, it is extremely difficult, particularly for me. It is a hypothetical discussion, because nothing will happen if one of the permanent members says no--finished--even though the vast majority of members resent the use of the veto. In fact, what is resented most is the abuse of the veto. If a great power uses an instrument given to it by the Charter, it is its privilege to use it, specifically in the defense of its national interest. But if the veto is just to defend other interests that are removed from the internal politics of the country, then the United Nations is left paralyzed and incapacitated to resolve the conflicts with which it has been entrusted. I have had the privilege of being on the Security Council for four years and being its president in three non-consecutive months. The presidency of the Security Council rotates monthly among its members. I can attest to the complexity of issues brought before the council and to the volatility of unfolding events. At times, a good grasp of the council procedure can turn on a party and defeat its purpose in the chamber of victory, and vice-versa.

The Security Council is considered the executive branch of the United Nations. When its decisions refer to the maintenance of international world peace and security, they are obligatory for all members. Unfortunately, its decisions are often flouted. In this way, the authority of the United Nations is eroded. This does not happen because the UN lacks the mechanism for prompt and effective action. This exists, rather, because those states that could force a decision or uphold authority do not have the will to do so. In fact, in almost every conflict that has arisened since the organization came into existence, there has been a major power backing one of the sides at war.

Victor Andres Belaunde, an illustrious Peruvian diplomat who was president of the 40th session of the General Assembly, once remarked that if a conflict arose between two small states, the conflict could disappear. If the conflicts were between the great powers, however, the United Nations would disappear.

The General Assembly is of a different nature. In this organ of the United Nations, the principle of one country, one vote is upheld. Its decisions reflect world opinion, but they are only recommendations. Most of its decisions are formed with the simple majority of those present and voting, since the abstention doesn't count. But certain matters, however, which do fall under the purview of the General Assembly, require two-thirds vote, an act obligatory. The Charter also calls for a two-thirds majority on some issues. These refer to recommendations concerning maintenance of international peace and security, elections of the temporary members of the Security Council, elections of the members of the councils--that is, economic and social councils and other posts specified in the charter.

The General Assembly convenes each year in plenary, where a general debate takes place with the attendance of numerous personalities, including some 150 ministers of foreign affairs and some heads of state or of government. During commemorative periods, such as the one I was called upon to preside at, the number of heads of state and government multiplies significantly. At the beginning of the assembly, that is, when the general debate takes place, is when you see all the ministers of foreign affairs exchange views among themselves. And this is the best forum in the world to advance the cause of peace and settle differences for the mere fact that they are together chatting, one to the other.

After the general debate, some matters might be dealt with in plenary, a practice given poor attention by that time, since the specialized sessions are on the way. Most of these agenda items, which might include as many as 146 different topics, are examined in seven principal committees, clustered into groupings of: disarmament; politics, in which subheadings might include themes concerning the Middle East, Palestine, apartheid, refugees, etc.; economics; social; decolonization; administrative and budgetary; as well as legal and disarmament. Those and an entire range of issues are discussed with a bearing on the principle of self-determination, on international cooperation and human rights, the very issues that we know to define the purposes of the United Nations.

We might well ask whether it is right that all countries have the same voting power on such a broad array of questions. This is one of the most hotly debated questions of the day; in fact, the United States has suspended part of its payment to the organization that it is bound by treaty to pay until such a time as a way to vote is adopted on matters relating to the program and coordination, that is, on budget and budgetary matters.

The Committee for Program and Coordination, which has 21 members, currently functions as a screening device for establishing priorities among programs. Because this committee functions by consensus, any one of the 21 members has an effective veto in terms of allowing any given project through. To date, this committee has functioned well. It was established by a council, the Economic and Social Council, in 1962, and the fact of the matter is that the United States delegation had given assurances, based on what President Reagan had said, that the unpaid funds will be forthcoming.

In the same way that the veto is inevitable--it is in the Charter--and can be shielded by the veto of any of the permanent members of the Security Council, the same is true of the principle of one country, one vote in the General Assembly, which is embodied in the Charter and equally difficult to modify. Moreover, what criterion would replace it? If we adopt the same principle as in the United States House of Representatives and give prior place to population size, states with only 100,000 inhabitants would be downgraded. At the opposite size of the question, China and India would take the lion's share of the vote. They jointly represent more than one third of the world's population of five-plus billion inhabitants. But this would neither correspond to their economic nor military power.

Gross national product might be another candidate. It certainly is a good indicator of global power. Actually, it is the basis for the establishment of the scale of contributions to the United Nations. But it leaves us with a thorny question of what to do with the losers of the Second World War. In the more affluent and narrowly focused institutions, this has not been a problem. Japan, Germany and, indeed, Saudi Arabia have increased their relative voting power mightily at both the International Monetary Fund and the World Bank. But these institutions do not have to contend with an absolute political veto held by five members.

It is because of the existence of the veto that the principle of one country, one vote exists. It is a democratic form of checking and balancing powers at the United Nations. Just as the real problem with the veto is its abuse, the real problem of the principle of one country, one vote is also abuse tied to fiscal prolificacy. It should be clear, however, that the current financial problem of the United Nations is not one of size; the annual budget of the United Nations is only $800 million. One hundred million is generated by the United Nations' postal administration, visitor fees, as well as catering services, the sale of books, etc. While this might seem large by itself--I mean the $800 million--it is less than one tenth of one percent of the combined annual military expenditures of the United States and the Soviet Union. Obviously, the only instrument we have for the maintenance of international peace and security is well worth this relatively insignificant amount.

The problem of financial abuse in the voting pattern of the General Assembly refers to the fact that many states with minimum quota contributions support decisions which have little if any financial implications for them but which fall disproportionately on the larger contributors. Needless to say, this practice is also resented, particularly when the expense falls on a matter that might be ideologically opposed by the members who wind up having to pay the most. When the Group of Eighteen, the group of government representatives whom I personally selected at the beginning of 1986 to review and suggest reforms for the United Nations, met last year to discuss these issues, the United States was offered the opportunity to lower its quota contribution of 25 percent of the budget. The United States refused, stating that the point

was not to lower its quota, but to reduce unnecessary expense. I am sure the United States wants to continue to pay its 25 percent quota, even though it has not paid all of last year's contribution, partly due to the Kassebaum amendment.

The United States representative at the United Nations, my good friend General Vernon Walters, has been quoted by the New York Times on February 1, 1987, as saying, "It is not pleasant to be here and be constantly reminded that your nation is not meeting its treaty obligation. It is very unpleasant." Ambassador Walters acknowledged that part of the reason why the administration did not ask Congress for money was that officials did not believe the United Nations was capable of changing is procedures. Walters said, "They underestimate us. I mean that nobody believed we'd get the reform." President Reagan telephoned the Secretary-General on the 19th of December last to congratulate him on the changes and tell him he would try to get Congress to reinstate the funds. We hope that they will be reinstated, because if not, the United Nations will be sick in a bad way.

You might be asking yourself what happens when the Security Council becomes immobilized by a veto. Does a mechanism then exist to bypass the Security Council? Some of you will recall that when the war in Korea broke out, the Soviet Union was boycotting the council. As a result, the council adopted a United States resolution that sent several contingents under the United States command, to re-establish the situation. The Soviet Union could have avoided this had it been in the council by simply vetoing the action; but as I told you, she was boycotting the council and she was absent.

To avoid this impasse, the General Assembly approved Resolution 377, V in the fifth regular General Assembly, known as United for Peace. According to this resolution, the General Assembly can meet in emergency sessions to adopt decisions so long as nine members of the Security Council, or a majority of member states, so request. This power of the General Assembly, which is principally disputed by the Soviet Union, is also known as the residual power of the assembly. This is the American thesis, which I personally favor. It is based on an interpretation of Article 24 of the Charter which states: "In order to insure prompt and effective action by the United Nations, its members conferred on the Security Council primary responsibility for the maintenance of international peace and security and agrees that in carrying out its duties under this responsibility, the Security Council acts on their behalf." The difference of opinion centers on the word primary. Does it imply exclusivity? It does not seem to.

At any rate, the assembly has acted using this residual power. In 1956, the assembly convened in an emergency session to examine the question of Hungary and the Suez Canal invasion. From the latter, a decision was taken to create an emergency force. In 1960, the force was created by the General Assembly. In January 1980, the situation in Afghanistan was examined in the General Assembly following the Soviet invasion. In July 1980, the question of Palestine was examined. In September 1981, Namibia was the focus. Thus, we can see there exists a mechanism within the Charter to cope with global problems even when the Security Council refuses to act due to a veto. Nonetheless, the sad fact today is that all General Assembly decisions on the maintenance of international peace and security are recommendations to the Security Council. They do, of course, carry the weight of world opinion. But then, the circle starts all over again.

In sum, when a problem gets stuck or does not find a solution, one often hears the complaint of what is the United Nations doing? Or worse, what is the United Nations good for? The answer is simple. The United Nations does as much as its member states want it to do. If they want it to be immobile and unable to act, all that has to be done is to veto decisions. Let us not blame the United Nations. Blame instead, those who would paralyze it without just cause.

In addition to these emergency sessions, there are also special sessions that focus on just one thing that cannot wait until the ordinary session of the next General Assembly. The last example was the highly-acclaimed special session on the economic situation in Africa scheduled in May 1986, at which I presided and a special assembly in September on the question of Namibia at which my successor presided. (He was the minister of foreign affairs of Bangladesh.)

Among the purposes of the United Nations in the economic field, the regional commissions play an important role in coordinating national action. Within the economic field, of course, a special mention would have to be made of the specialized agencies, which include the International Monetary Fund, which is used for world financial stability and to settle the balance of payment problems; the World Bank, which provides long-term loans and development policy advice; the UNCTAD, which deals with trade and development; the UNDP, which is the United Nations Development Program; and UNIDO, which is for industry and development; and GATT, which is trade among other things. As you can see, there are many, many specialized agencies in the family of nations. It is not only the United Nations itself. All these organizations are part of the United Nations.

In the social field, we would be remiss not to mention the Declaration of Human Rights of 1948 and numerous conventions on slavery, citizenship of married women, age and registry for marriage, racial discrimination, pacts on human rights, the status of refugees, prostitution, etc. In the broad family of the United Nations agencies, we can mention FAO, UNICEF, World Health Organization, International Labor Organization, International Tele-Communications, the Maritime Organization, etc. Indeed, eradication of certain communicable diseases has been due in no small measure to the World Health Organization. We can only hope that they will be as successful with some of the modern day scourges.

But perhaps the feeling where the greatest progress has been achieved has been in the field of decolonization. When the United Nations began, it had only 51 members. Only four were from Africa: Liberia, Egypt, Ethiopia and South Africa. Today, the United Nations has 159 members, 51 of which are from Africa. There still remain a few colonial dependencies that one day may become member states or incorporated to the states to which they rightly belong. On the other hand, there are some states, such as Switzerland, that do not want to become a member.

This brief catalog of reminders shows that the United Nations has accomplished a good portion of its purposes, even in areas that were previously unchanneled, such as the universally acceptable definition of aggression and the Law of the Sea.

As in all human endeavors, the United Nations is not without its flaws. Numerous member states put their national self-interest before the goals of the international community. Nonetheless, this is our best hope for peace on earth. If it did not exist, it would have to be created.

STUDENT HANDOUT #19

ECONOMIC AND SOCIAL DEVELOPMENT

By

John E. Fobes

Dr. Fobes is a former deputy director general of the United Nations Education, Science and Cultural Organization (UNESCO). Among his many past career positions, Dr. Fobes assisted in producing the Marshall Plan and was an advisor to the U.S. delegation to NATO and European regional organizations. He has also been a visiting scholar at numerous universities, including Duke and Harvard.

Dr. Fobes' civic interests include the International Studies Association and founder/president of Americans for the Universality of UNESCO.

You've heard already about peace and security; certainly, Ambassador DePinies mentioned that and that was the theme of yesterday afternoon's talk. I don't use the word "peace" much. I prefer the word "peacemaking," because it seems to me a more active concept. I know that peacekeeping and peaceful settlement are important, but it seems to me the work of the United Nations in economic and social development is the most important part of peacemaking. And, in fact, I would say the theme of my remarks is this: The United Nations can and should be used to help in the transition from mutually assured destruction to mutually assured and sustainable development.

Let me start off by saying, when I talk about the United Nations, I want it to mean the entire United Nations system, that is, not just the outfit in New York, the tall building, the Security Council chamber and the General Assembly conference room, but the central UN organization plus 16 specialized agencies and two other important affiliated international organizations, and about 20 programs and councils and commissions that were created by the General Assembly and look upon it for their financial support and direction. That's a pretty broad coverage, but I also use the term economic and social development in its broadest sense to include banking and trade and agriculture and industry and education and health, humanitarian activities and a number of other such activities. For me, all countries, including the United States, should be considered in the process of development, and we shouldn't just think of the so-called "developing counries" as the subject of the United Nations economic and social work.

Well, it's a formidable task to be asked to give an overview of such a vast topic--and it is vast because we are speaking under this heading of 80 percent of the work of the United Nations system because only 20 percent is devoted to political and security matters--80 percent if you include not just straight economic and social work, but the humanitarian activities. This is true whether you measure it by the budgets, the numbers of staff or the number of projects.

I, of course, prepared some notes. Having listened to the speakers, having had some conversations with you and having visited some round tables, I was almost ready to throw these notes away, because you were raising so many questions that I simply can't cover this afternoon. But I'll try to give you some general answers to such questions as whether the United Nations, has, in fact, contributed significantly and efficiently to economic and social development. In view of the many current problems in the world and of the criticisms of the United Nations, I'll try to say something about whether we should replace it with something new or should we be considering basic reforms in the system. Obviously, I had to stretch my thinking, and I'm asking you to stretch your thinking. I want you to look a bit at the past, but I particularly want you to cover the future in three levels: the next few years, the intermediate future or medium-range and the long-range future. I want to raise some questions, at least two questions, about United Nations programs and our participation in them.

First of all, how is our national interest served? For me, a more important and broader question is what policy is nearest right for the world, viewed as a whole, from an economic as well as an ethical point of view? Now it's obvious that any speaker on such a topic is going to be strongly influenced by his or her world view. You could tell that when you heard Elliot Richardson and Roger Brooks speak, that they had quite different images or world views or perspectives.

Well, my perspective is based on experience in and around and inside the United Nations system for over 41 years. My first job in the United Nations was called accommodations officer in London in the first days of the UN, right after the San Francisco Charter. Some of us--I was in the US Air Force--were loaned to help get the organization started, and my job was to go around and steal desks and typewriters from any Army unit that I could in order to start the UN.

I see that things have changed a lot since the end of the World War. In fact, I think about the first General Assembly of the UN. In January 1946, the US delegates included Eleanor Roosevelt, Adlai Stevenson, Senator Arthur Vandenberg and Tom Connally of Texas. Now Tom was a senior one, and Tom said to Arthur, "Eleanor is going to cover economic questions, and I'm going to take care of the political and security commission of the General Assembly. So, Arthur, you're going to have to take care of the administrative and budgetary committee."

Vandenberg said, "That's just what I want, Tom. I want to go in there and tell them that just because the United States produces about 50 percent of the world's total products (which it did at the end of the war), they're not going to charge us 50 percent to run this organization. They are going to have to agree to a lot less than that. And I'm prepared to go in and fight."

Tom Connally said, "Arthur, you go in and fight."

Arthur made his maiden speech along those lines about the US not paying that much, but paying much less. The next morning at the briefing for the delegation, Connally said, "Well, Arthur, how did you do?"

Arthur said, "Tom, you know it's a little bit like a man on a high dive: I've got myself into shape, I knew just what I wanted to say, I was going to tell those people (then, representatives from 52 or 55 countries) what I thought and what they should do, and I prepared myself for that speech like a high diver does, and I gave it to them.

Tom said, "What happened?"

Arthur said, "Well, the swimming pool didn't have any water in it." In other words, he blew that first speech, but Arthur stayed with it and, in fact, the contribution of the US was first 38 percent. But Arthur fought and got it down to one third and now the US is down to 25 percent. That's just to tell you that in those days things were much simpler in a smaller UN.

I've come to believe in those 41 years, and there are three things I'd like to leave with you. First of all, we really must consider the planet as one: environmentally, in respect of human rights, and in the interest of survival of ourselves and the rest of humanity. And secondly, it is in our interests to become more sensitive to the profound changes that have occurred and continue to occur since 1945--changes, which in fact, we are largely responsible for having set into motion in the world by our strength, our technology and our science. Thirdly, we really must think globally in every respect. The word global--some of my journalist friends say stop using this word global! It turns people off; they don't want to hear that word. I think it's a good word, and you've heard the phrase "Think Globally and Act Locally." Globally means more than thinking in a geographical sense, that is, about the whole planet. It means thinking in a whole way about the future also. It means also thinking in time, past and future, and it means with a comprehensive view of all knowledge and the advance of all knowledge. And yet, it's apparent that our political leaders and our mass media lead us in exactly the opposite direction. They, in fact, lead us into thinking in fragmentary and short-range terms, and such a limited approach denies us the perspective that we will require for good judgment, especially in these rapidly changing times.

Being out here in Texas or anywhere in the West, makes me think of the metaphor of a pioneer wagon train and the scouts who rode out from the wagon train from time to time, morning and night, to find a vantage point in which to look back to see whether there was any trouble coming from behind, who looked ahead and who came back with perspectives and warnings and alternative routes and strategies. Today, we have and we should be using, as we think about the United Nations, a lot of scouts of this kind who step back and take this global view. Fortunately, we have those scouts. They have computers. They have their modems connected with networks, and I think we need to use them very much more if we are to have a breadth of vision. Some of you may have read Hermann Hesse, and in one of his books, Journey to the East, he has the man who was, in effect, the scout for the little band making the journey through the east. I think the changes in the world require this kind of thinking.

I just want to make three major points in my remarks this afternoon. First of all, we have a great need of catching up with and understanding what has happened to the whole international organizations system in the last 41 years, especially the United Nations. Things have moved so rapidly that we don't really know what has happened to that system and to our participation. This

is bad at a time when the world is faced with unprecedented problems and when the UN system is in trouble for a variety of reasons, including some that we have caused.

The second point I'd like to leave with you is that, taking into account these dramatic changes in the world since 1945, the UN system should be credited with spectacular achievements in respect to economic and social cooperation and development. I'll suggest several tests of performance on this score and mention examples of the good work on which we can build, because if we are to have a future, we don't need to take account only of the failures and weaknesses. I think there have been many more accomplishments than we realize.

And thirdly, I think we should be doing a lot more to understand the world problems and to identify what America wants from multilateral cooperation, to take long looks ahead. It's been apparent in some round tables and in what Elliot Richardson said, for example, that we don't have that long-term perspective and policy--we as a people and as a government. I think we need also to cooperate much more closely with others if we are to develop this long view of the future.

First, let's take a brief look at the growth of this international system, the UN, and its present situation. In 1945, there were less than 100 intergovernmental organizations in the world. Today there are 375 listed in the directory of intergovernmental organizations. In 1945, there were the United Nations and four associated agencies. The oldest was the Universal Postal Union. Next oldest was the International Telecommunications Union (it's now over 100 years old), and there were the International Labor Organization (the ILO) and the International Civil Aviation Organization. That was all there were in 1945. In 1946, we added three: UNESCO (Education, Science, Culture), World Health Organization and the Food and Agriculture Organization.

Today, that UN, as I said, comprises 16 specialized agencies, plus the World Bank and the International Monetary Fund and all those special programs. They've all arisen by reason of a growing range of human needs and for reasons of survival, for reasons of humanitarian nature, and for technical requirements, in a broad sense of our ecological and our economic interdependence. And you can see that the bulk of this growth has been in agencies that deal with economic and social development.

Most people then forget another development. At the same time the intergovernmental agencies were growing, there was a growth in what we call the nongovernmental associations. I don't like the term, but there were 500 of those listed in the directory of 1945. Today, there are more than 18,000 international nongovernmental associations. A lot of them are very peculiar. There's one called the International Association for the Promotion of Humor in International Affairs. It's very small and ineffective, I must say. And to this 18,000, we need to add the transnational corporations, of which there were very few in 1945. They are also important actors on the economic and social development scene, many of them far more important than the so-called sovereign nations. All of these have relationships to the United Nations system. Everyday around this planet, there are probably between 200 and 300 international technical meetings, global and regional, related to economic and social development. About half of those would be convened by the United

Nations system. They relate to every aspect of life, ranging from marine safety and navigation (International Maritime Organization) to the project loans of the World bank.

Now, it's become very common to criticize the United Nations: the budgets, what we think is waste and bureaucracy in these agencies. Well, the UN budgets have grown in those 41 years, sure. But there was a study in the 1970s that showed that most of the UN budgets had increased at a slower rate than had the national budgets, including the United States government budget. So, when the US criticizes the UN budget as growing too rapidly, it ought to remember that the UN is not alone in that respect. I know from round table discussions that there's a lot of interest in costs and cost-sharing. If you take the total UN system--and now I have to exclude the bank and the fund--this total system, the UN and the specialized agencies and programs, costs less than $11 million a day, this cost to be shared among the entire world. I'm working on roughly $3 billion of the regular and voluntary programs, excluding bank loans. World military expenditures are estimated at $2 billion per day. So you save two days of military expenditures in the world, and you can pay for the entire United Nations system for a whole year. Here's another comparison. I understand that Texas spends $3.8 million per day on higher education.

When we criticize the UN, its important to remember and make an allowance for the difficulty of managing international institutions that have staff members coming from--sometimes 120 to 130--different countries, when they have to use two working languages and five or six official languages. If you take that perspective, then I think the general efficiency of the UN system ranks with that of the better national government services. When we criticize the UN, I think it's well to remember that the United States is, in part, responsible, because I think we've done a poor job on the care and feeding of international organizations and with our participation in them. We really haven't taken the multilateral system seriously enough; some people call it benign neglect. In fact, there have been relatively few studies on the development projects of international organizations, and there haven't been many useful studies on the management of these institutions in contrast to lots of analyses on international, regional political problems and tensions. There have been very little planning for and very little continuity in the assignment of American government civil service and diplomatic staff to UN affairs in the State Department. In fact, I think we can show that in the State Department in the last 15 years, the number of professional staff working on UN affairs has declined, while the UN system became more complex and more costly. I think US participation has suffered in that respect.

If we consider that the UN mirrors the world--and it does--the UN system, that is, and that the world is passing through a period of profound change, social and political--especially technological--I think that can explain many of the problems of the UN and of our difficulties in dealing with them. In fact, that was what Ambassador DePinies and Elliot Richardson were talking about. This period of change includes the questioning of models for economic and social development and ways of meeting basic human needs for a growing world population. Many of you have read Toffler's Third Wave and will know what I'm talking about or Nesbitt's Megatrends about the United States (but you could write the same Megatrends book about the whole world) or Peter Drucker's writings. That's the kind of change I'm saying we must take into account as

we evaluate the performance of the United Nations system. Now I admit that politics is quite naturally behind or is part of much that the United Nations says and does, including economic and social work. You can't exclude politics or political positions or public policy from these issues. However, I find it astonishing that the irrelevant and annoying politicization, as it's called, has interfered so little, in fact, with what the UN has done in economic and social matters. In these hundreds of meetings I'm talking about, we don't hear about the 99 percent where there is little or no political interference with the work. We do hear about the big complaints and unfortunate rhetoric in the General Assembly and other major meetings.

The UN, in effect, I think says--the UN being this abstraction of secretariats and directors general and the councils--we are expected to mirror and to serve the world. Shall we reflect the world as it was? (To some extent, it does reflect the world as it was.) Shall the reflection be what the governments of the world claim the world to be? Or as the world really is? So here's the difficulty: The United Nations must reflect all of these perspectives--the world as it was, as it is today, what the 159 governments think it is and what, I must say, relatively impartial international civil servants show it to be, or what they hear from nongovernmental groups as to what the world really is. Those international civil servants are hearing the voice of the international nongovernmental organizations much more. They're speaking about not just the world as they see it--I'm speaking of environmental groups or scientists or human rights groups--but they're also talking about how the world could be. And this I think is very healthy and will help the United Nations mirror the world as it was, is and could be.

So how can you evaluate performance, given this kind of complexity? From one point of view, every one of the several thousand current projects on economic and social development requires a different criteria for assessment of efficiency, effectiveness and impact. In 1985, the 40th anniversary of the United Nations, one group prepared a very impressive 40th anniversary list of 200 or more accomplishments of the UN, and I could add another 100, perhaps. They group these accomplishments in 25 categories, ranging from the setting of world goals through decolonization, peacekeeping on to civil aviation, agricultural development, and so on. I would say that of the 25, at least 13 categories related directly to economic and social development as we think of it, and another eight were closely but indirectly related. That left only four categories that dealt specifically with so-called political and security areas of work, including codification of international law.

Well, there's a list of achievements. One could look at UNICEF, the children's fund that almost all of us know about. It's 40 years old now. Much remains to be done for the world's children, obviously. There's still tragedy in the world, but the fact is, UNICEF, in 40 years of working with these specialized agencies, can claim a major role in favorable trends in the numbers of children surviving to the age of five, for example, and of calories available except in Africa where the statistics show a drop, in the availability of clean water and sanitation. Take the United Nations Development Program, the UNDP, for example, and its predecessor programs, technical assistance--it's 37 years old. It's not difficult to find UNDP projects where the

expected results did not materialize. While I was working in the UN system, I was painfully aware of how execution could have been a lot more efficient, but the development projects that are considered successful greatly outnumber the disappointing ones, and even in the latter cases, there were usually valuable secondary effects.

I'd like to talk about human rights. If I look at the present situation, I see serious problems. Amnesty International tells me this, but if I look back, I think the world has made spectacular progress in thinking about human rights. There are lots of conventions now, and the application of those conventions is, I'd say, increasing. There's an article coming out soon, the net of which is the substantial achievement in human rights and a better idea of where we need to go. One poet said--and I can't quote it exactly--for millennia, humankind has, in fact been crawling on the nursery floor, but in the last 40 years, more and more human beings have been standing up with dignity. And I think he's right. I think particularly of the advance in understanding and doing something about the status of women and their participation in life.

I'd like to talk about preserving our environment and our natural and manmade, human-made heritage.

In conclusion, I find it useful to think of the United Nations and its associated agencies as constituting a vast experiment in enhancing the learning capacity of humanity. In a sense, the UN system can be seen as a vast university and technical school system. Literally millions have gained from the short- and long-term courses that the UN has offered. Many of its projects and many of its meetings should be seen as learning operations. This applies to delegates, the literally hundreds of thousands of experts who come to expert meetings from newly independent countries and who are asked to prepare technical papers, and the literally hundreds of thousands of courses for young scientists, for example. The world has been changing dramatically, as I said, since the war with the bomb, with new technologies and self-government of so many more peoples. Rapid learning of all kinds was needed for a population, by the way, which has doubled since 1945, learning how to learn, learning about ourselves and about others, learning to work together, and learning to use new technologies to explore and to advance knowledge.

The United Nations system has been the major agent in what has been a rapid, concentrated worldwide learning achievement. Part of that learning has taken place through these international, nongovernmental organizations, beginning with the UN Environment Conference in 1972 and all of the major conferences since then on global issues. It has been through the international, non-governmental organizations holding parallel conferences, preparing papers, tapping delegates on the shoulder and giving them ideas--or pressing them on issues, for example--and there are literally countless examples. For example, the International Federation of Information Processing, which groups a lot of professional groups in use of computers and systems analysis and operations analysis, was created by UNESCO and is now an important actor on the international scene. The World Federation of Engineering Organizations was also created by UNESCO and for the first time, beginning about 18 years ago, brought together engineering organizations.

Yes, I can tell you where I give the UN less high grades than in being a learning operation: for example, in agenda setting, in securing agreement on global issues, and in coordination among all these growing actors. But when it comes to promoting learning, the UN system deserves high grades in most cases.

Uncertainty is a characteristic of international relations in a rapidly changing world. One thing seems certain to me, however, and that is that the UN system and international organizations generally, continue to grow even more complex because that's the kind of world we're creating. Now I know that the reaction of many people to this complexity will sometimes be that of confusion or dismay or withdrawal. There are people in America that have that withdrawal reaction to this complexity and this uncertainty. One tendency will be to try to simplify the system, to centralize its structure in an effort to control. That's an attitude I find in Washington--and in Moscow. These two so-called great powers think that they're in control of the world, but, if you take a look at this vast panoply of what's happening in economic and social development, neither one of them is really in control.

I think we might learn some other techniques for dealing with complexities from the systems analysis people, for example, Ashby's Law of Requisite Variety, which tells that we'd better have as many points or nodes of control in a system that will match its complexity, its variety, if we are to have a dynamic system. One scholar has identified seven factors that she, a professor at American University, says are propelling us toward increased use of multilateral statecraft. Among those factors are an increase in the number of problems requiring cooperative solutions, as Elliot Richardson said, interactions among issues that absolutely require forums in which to exploit the linkages, to understand them, and obviously, the growing interaction between domestic and international groups is creating complexity. Transnational corporations create more complexity. Certainly this complexity will be increased by more intangible factors such as the growing tendency toward local self-reliance, which brings about greater decentralization in this country and all over the world. That means more actors and more relationships. I watch the growth in informatics and computer-assisted networks that reflects this decentralization and can be very healthy.

I'd like to return to that analogy of the wagon train scout. It seems to me, this concept has utility; it suggests a device for thinking about the future. If you regard humanity as, in fact, exploring paths toward some kind of new era--third wave, the information society--we need the scouts who can survey the past, go up and look at the configurations of the landscape, figure out alternative routes and strategies so that we do take a full picture of this landscape. In that way, I think we can build a resilience that the world is going to need as it moves toward the year 2000, when there will be a population of over six billion and when we will be continuing to exploit new technologies, particularly in the field of biology. As I said, Alvin Toffler has been one of those who has explored this shift to a new era. It's interesting that 12 years ago he gave a long testimony before the Senate Foreign Relations Committee in Washington on the subject of the US, the United Nations and transnational networks. In particular, he referred to the governmental citizens' groups, which he said would help prepare, first of all, a new global

agenda (and he said governments and intergovernmental organizations should listen to them), and secondly, at home the national, nongovernmental groups would help prepare a national agenda for positive initiative, an agenda with a *look to the future.*

So here are my five steps that might bring some order into our thinking about the UN and the future, including our participation in that system. First, we need to sketch out what we see as the main economic and social features of the world at the end of this century. That's not far ahead. I'm talking about not only the problems, but also the assets, the possibilities and the principal actors of the year 2000. In sketching that out, of course, we'll want to think about how we arrived at this point in history and how we are likely to arrive at the year 2000. One of my friends suggests, maybe you ought to go back a hundred years, back to your grandparents or your great-grandparents, in other words, get a long perspective.

Secondly, let's start the process of drawing up an agenda of global issues for discussion that require formulation of policies and that are going to require cooperative action at a planetary level. It doesn't have to be a fixed, rigid framework. It should be seen as one that will be progressively evolving, and it should be designed so as to promote learning and participation of as many people as possible and anticipation of as many problems and possibilities. At present, the United Nations agenda is confused and confusing. Ambassador DePinies said it. The General Assembly addresses 160 items, and there's no order to them. They need to be put into some kind of framework, a framework that will orient our discussions and our multilateral cooperation. I must say, there are a number of people doing this now. Thirdly, we ought to be able to identify the methodologies that will help us understand and reach an agreement on tactics for dealing with those.

Step four may be most important and certainly addressed to you. We need to challenge and stimulate all generations, particularly the young people, to come forward with innovative ideas for improved structures and processes of international organizations and for coordination among their increasing numbers. I think such rethinking is going to be necessary if we're to begin to have an impact on the 12 years that remain before the year 2000. And these matters should not be left to the bureaucrats and the diplomats and even to the experts alone. We need them, but they are thinking in short-range terms. They are bound by images that I think are restricting our imaginations. I heard signs of this happening in some of the round tables. One person said, "Well, why is there only one General Assembly? Why not two? Why not an assembly of the governments and an assembly of the peoples?" And I suggested that maybe there ought to be a third house, a house of delegates from the international nongovernmental organizations.

What are our ideas on that score? Or about new voting methods in the UN? About new forms of representation of governments and peoples? About multiple forms of financing international organizations? We don't have to have one contribution scale for everything. There are ways of financing that we haven't even begun to think about. If you want to be provoked, you might start thinking about a world without the UN system and then work up from there. It may give you ideas as to the kinds of basic reforms. Or think about a world without parts of the UN system--anything to get us thinking beyond the normal limitations of our thoughts today. What functions should be

performed with a universal membership and what functions need regional or limited membership? There's a host of questions that come to mind, and we've avoided facing them for years. In fact, I think some people in "the Establishment" would prefer we don't think about them. But I challenge the young who come to such a conference as this to start thinking radically and in this way.

And finally, the fifth point. While we're thinking about a better world order, I think we would do well to consider how to improve US participation in the systems that already constitute a rudimentary but an important beginning of this evolving world order. I think you and I and all the generations can usefully do a lot more to study the history of the UN--where have we been and how we got here. I think the people in the rest of the world know more than we Americans on this point. I also think we need to remember that the UN performance has been better than we have thought, certainly better than the mass media tell us. We can take encouragement from that, and in looking to the future, we had better get these radical ideas and have a vision of the planet and humanity as a whole.

I think there are signs of hope. I keep running into them. They are pretty weak at the moment, but they do exist. I mentioned some people who are thinking about reshaping the global agenda, and I could give you lots of other examples. Groups in this country and abroad, in fact, are stirring and consulting and producing ideas for reforms. From my travels for UNESCO and the United Nations around the world, I know that most of the people in the world want the United States of America to be in the forefront and to cooperate with them in rethinking international governments.

Lesson Nine - "On Common Ground: A Tour of the United Nations" and How The United Nations Effects Our Everyday Life

Objectives: The students will be able to demonstrate:

- their knowledge of the United Nations buildings in New York City.
- their knowledge of United Nations efforts around the world.
- an awareness of the effects the United Nations has on everyday life.

Materials and Equipment:

"On Common Ground: A Tour of the United Nations" - 1/2 inch VCR Cassette (30 minutes)

Rental Information:

UNA - MN
1929 South 5th Street
Minneapolis, MN 55454
1-612-333-2824

Purchase Information: $22.95
UN Bookshop
UN General Assembly Building
42nd Street and 1st Avenue
New York, NY 10017

U.N. Film and Video Catalogue
Promotion and Distribution Unit
United Nations Film/Videos
Room S-0845
United Nations, NY 10017

Equipment for showing a VCR cassette

Teaching Procedures:

1. Show the video "On Common Ground: A Tour of the United Nations" as visual proof of what we have been learning about and for a look at the United Nations in New York City and around the world. Discuss the video after viewing.

2. Hold a general discussion on the topic "How the United Nations Effects Our Everyday Life."

Lesson Ten - Model United Nations

Objectives: The students will be able to demonstrate:

- how the United Nations operates based upon their experiences in the Model UN.
- a knowledge of international affairs based upon their experiences in the Model UN.

Materials and Equipment:

How to Run a Model UN (Student Handout #20)

Organizing A Model UN Club For High School Students (Student Handout #21)

Teaching Procedures:

An excellent way of bringing the United Nations module to a close is to hold a simulation exercise on the organization. In some instances, it may be possible to conduct a Model United Nations with several schools taking part or you may be able to take your students to a Model UN at another location. Consult the Listing of Model UN Conferences for possible model UN conferences.

The situation for most schools will be to hold a Model UN within your classroom. The United Nations Association of the United States of America (UNA/USA) has put together splendid directions on how to run a Model UN based upon years of experience. The directions are included for the teacher's use in planning the simulation. The UNA/USA has several other items listed in their publication list that would be useful for teaching the entire module and especially for use in conducting a Model UN. The teacher needs to decide upon modeling the General Assembly or the Security Council. The article on Organizing A Model UN Club will give you guidance for accomplishing this goal in your school.

STUDENT HANDOUT #20

HOW TO RUN A MODEL UN

Introduction

What is a Model United Nations?

A Model United Nations conference simulates the activities of a UN body, usually the Security Council or the General Assembly and its committees. Student participants assume the roles of diplomatic representatives to the UN and consider items from the UN system's vast agenda. Through this role-playing, students gain greater understanding of global issues and the complexities of the international system.

Programs can range in size from 15 students in a single classroom, simulating the Security Council, to thousands of students in a convention hotel, covering the full range of UN activity. About 100 major Model UNs are held in the United States each year. (For a listing of these Conferences, see UNA-USA's Calendar of Model UN Conferences.)

Although the General Assembly and the Security Council are the most frequently simulated bodies, virtually any international organization can be adapted to a model conference. Some of the UN bodies which have been used successfully in the past include the Economic and Social Council, the UN Conference on Trade and Development, the UN Conference on the Law of the Sea, the International Court of Justice, the Governing Council of the UN Development Program, the Governing Council of the Food and Agriculture Organization and Special Sessions of the UN General Assembly.

What Do Students Learn From Model UNs?

Model UN Conferences are generally geared so that students will gain both the substance of international affairs and the skills of personal communication.

Substantive knowledge. In addition to learning about the cultures, policies and countries they represent, students also learn about their world as a whole. They can learn the details of important global issues, the policies of dozens of UN members toward these issues, the activities and complexities of the UN system, and the current state of world affairs. In short, Model UNs are an invaluable supplement to course work in global education.

Personal skills. While preparing for, and participating in, a Model UN, students are motivated to sharpen a variety of personal technical skills. In order to represent accurately their assignment to their peers, they are each inspired to research thoroughly their countries and their agenda topics. In order to persuade their colleagues, they will practice their persuasive writing and public speaking skills. Perhaps most importantly, the Model UN process forces a student to learn the precious skills of compromise, caucusing and consensus. A few students, who are given the opportunity to plan and manage the conference, will also benefit from practical leadership and administrative training.

A General Pre-conference Checklist

Establish A Purpose and Goals for Your Program.

As described above, Model United Nations programs are generally intended to teach students about the United Nations, the international political system, global issues, and the forces which determine a nation's foreign policy. Beyond that, however, you may have more specific or secondary goals. You may want to stress a particular issue, such as economic and social development, or a particular process, such as legal arbitration. Your specific goals will dictate the style, as well as the type, of simulation you attempt.

Select for Simulation A United Nations Body That is Compatible With Your Goals and Resources.

Select Specific Agenda Items.

You can either develop your own agenda topics or borrow them from the official UN agenda. The UN publishes an annotated agenda for each General Assembly session and UNA-USA publishes the more readable "Issues Before the General Assembly."

Develop Rules and Procedures for the Conference.

All United Nations bodies conduct business according to specific rules of procedure, even though they also function through informal channels. Copies of the various sets of United Nations rules may be obtained from the Sales Department at the United Nations, in New York, or from various reference books. Conferences usually adapt UN rules and procedures to fit time and other constraints. The less formal procedures of bloc politics and political interaction should also be incorporated into your simulation.

Assign Countries to the Participants.

Often the country selection is predetermined by official UN membership, as is the case with the Security Council. Problems usually do not arise unless there are fewer student representatives than there are official UN members. In these cases, you can choose country assignments either according to proportional representation for each bloc or, less desirably, through random selection. Some countries, such as the permanent members of the Security Council, should always be assigned because of their international importance.

Make Physical Arrangements (Caucus and Meeting Rooms, etc.) for the Conference.

Develop Background Materials.

Background materials are necessary to make students comfortable with their assumed roles and with conference procedures. In outline form, the materials should:

1. Orient the delegates to your particular conference, and provide any necessary administrative information;

2. Discuss the purposes, structure and history of the body being simulated;

3. Explain agenda topics and provide information on each issue to be discussed, including previous UN actions and resolutions;

4. Describe the particulars of the simulation, its purpose, scope and, most importantly, how it differs from actual UN practice; and

5. Provide a thorough bibliography on the body and issues.

Prepare Delegates.

Students will need guidance on their research, including background materials, and training in the rules of procedure.

Modeling the General Assembly: A Simulation Outline

Membership. (1988: 159 members)

All member states of the United Nations are represented in the General Assembly.

It is definitely not necessary to include all nations to have a successful simulation. A typical ratio that may be used to achieve proportional representation is the one used by the Economic and Social Council, which has only 54 members. Its membership includes: 14 African nations, 11 Asian nations, 10 Latin American nations, 13 Western European and other nations, and 6 socialist nations of Eastern Europe. By tradition, the five permanent members of the Security Council (China, France, USSR, United Kingdom, US) are included in simulations. Bear in mind the nations most interested in the topic to be discussed when making selections.

Purpose.

The Assembly is the main deliberative organ of the United Nations system. It may discuss any question or any matter within the scope of the Charter, except those issues currently being discussed by the Security Council. It may recommend policy on these issues to the member states or to the Security Council. The Assembly's recommendations are usually in the form of non-binding resolutions.

History.

The Charter of the United Nations was signed at the Conference on International Organization in San Francisco in June 1945. The first formal session of the General Assembly was held early in 1946, with the 51 charter members in attendance. Since then the membership has tripled. In addition to the annual sessions held each fall in New York, the Assembly has held nearly 20 special and emergency special sessions.

Structure.

The General Assembly works through seven main committees:

First Committee (political and security matters, including the regulation of armaments)

Special Political Committee (special political issues/shares First Committee's work)

Second Committee (economic and financial)

Third Committee (social, humanitarian and cultural)

Fourth Committee (decolonization)

Fifth Committee (administrative and budgetary)

Sixth Committee (legal)

Every member state is entitled to representation on these committees, which are responsible for preparing recommendations for plenary meetings of the Assembly.

The Assembly has many smaller committees as well. These include procedural committees such as the General Committee (which makes recommendations regarding the agenda) and the Credentials Committee (which reports on the credentials of representatives), and standing committees such as the Advisory Committee on Administrative and Budgetary Questions (which review all budgetary matters and reports to the Fifth Committee). Other small committees concentrate on specific issues, such as the Special Committee Against Apartheid, the Ad Hoc Committee on International Terrorism, and the Committee on the Exercise of the Inalienable Rights of the Palestinian People.

Occasionally, the Assembly considers issues "without reference to a main committee," although it usually receives reports and resolutions from its committees at plenary sessions. Questions that have received such special treatment in the past have included membership, Apartheid, the Middle East, and economic issues.

When determining the structure of a General Assembly simulation, it is certainly not necessary to include most of the bodies listed above. The educational value of the conference will not be sacrificed if resolutions are not reported from a committee or if only a few committees are simulated.

Simulation.

1. Officers for the simulation: To operate effectively, each committee will require a trained chairman. Other staff, such as a substantive director, a rapporteur or a secretary can be added as needed. Their role should be determined beforehand and can include procedural duties as well as working with delegates to facilitate caucusing and to assure accuracy.

2. Credentials and General Committees: If you choose to have a credentials committee, rather than simply accept all credentials, the committee's seven members are to be appointed by the President of the General Assembly at the beginning of the session. The committee meets to review the credentials of the delegations and then reports back to the plenary session of the Assembly.

   If you need a General Committee to coordinate the work of the main committees and to develop a plenary agenda, it is officially comprised of 25 members -- the Assembly President, 17 vice presidents, and seven main committee chairmen. Simulations could get the same effect by setting a committee size of three times the number of committees (or plenary sessions) and filling the seats with delegates apportioned by regional groups, plus the chairperson.

3. Debate: Each session of the General Assembly opens with a period of general debate which allows nations to articulate their broad policies and goals for the session. It provides a mechanism for the initial development of common goals between nations and interest groups. While general debate is broad in scope, it is also used to concentrate on particular agenda topics.

   Substantive debate begins when the Assembly or a committee has before it a specific proposal: resolutions, reports of subcommittees, or the reports of the committee or Assembly. A committee will usually begin with general debate, develop proposals, conduct substantive debate on these proposals, and then finally move to a vote.

4. Political Interaction: Caucusing and negotiation are fundamental to any Model United Nations program. These intra- and inter-bloc meetings will ultimately produce the resolutions and proposals which will be formally considered by the committee. Formal bloc meetings generally come at the beginning of a conference, and serve primarily to organize the bloc, and, where appropriate, to elect committee officers and bloc leaders. Informal bloc meetings are far more common. The small huddles, which form in the hall or corner to draft a resolution, discuss potential compromises, or mobilize the needed majority, are the real work of the bloc, and often the United Nations.

5. Resolutions: Model UN conferences differ on procedures regarding resolutions. It is far easier, administratively, to require the submission of resolutions and proposals in advance of the conference than to print resolutions during the conference. While this gives delegates a better idea as to what specific matters will be debated, it can discourage negotiations, compromises and caucusing and give students an unrealistic view of the Assembly's procedures.

6. Voting: Decisions in the General Assembly are usually made on the basis of a simple majority of members present and voting, although "important questions" (such as the admission of new members) require a two-thirds majority of members present and voting. Although the Assembly's rules allow any delegate to request a roll-call vote, there is generally little need for such elaborate and time consuming procedures. It is usually most

efficient to have delegates signify their votes by signalling with their country's name card (usually cardboard placards) or by voice vote. Further information on UN voting procedures can be obtained by reference to the Charter and the General Assembly's Rules of Procedure.

Modeling the Security Council: A Simulation Outline

Membership.

The Security Council has a total membership of 15, which can only be changed through an amendment to the Charter. Five nations are permanent Council members, and the other ten are elected from the general UN membership, on a rotating geographical basis, for two-year terms. Two of these representatives are from Western Europe, two from Latin America, two from Africa, two from Asia, one from Eastern Europe, and one from an Arab country.

Purpose.

The Security Council is charged with the maintenance of international peace and security. Unlike any other United Nations organ, it is empowered to enforce its decisions. It can impose economic sanctions or collective military action and all member states are obligated, under the Charter, to accept and carry out Council decisions.

History.

The Council, like the General Assembly, was written into the Charter at the San Francisco conference in 1945, and it held its first meetings later that year. Both the veto power of the permanent members and the delineation of substantive and procedural issues grew out of the meetings in San Francisco and the major power meetings that preceded it. Much of the Council's effort has been in the area of peacekeeping, with public attention focusing on Korea, the Congo, and the Middle East.

Structure.

While the Council does not generally work through a system of subcommittees, it does have several continuing full committees,including the Committee of Experts (which advises the Council on rules and other technical matters) and the Committee on Admission of New Members. From time to time, the Council has also established ad hoc bodies. Most Model UN conferences do not simulate Security Council committees.

Voting.

To adopt a substantive resolution, nine Security Council members must vote in the affirmative. A negative vote of a permanent member blocs passage of a resolution and is therefore called a "veto." The veto power can only be exercised on substantive questions.

Simulation.

1. Officers for the simulation: The Presidency of the Council rotates monthly according to the alphabetical order of the member nations. Usually in a simulation, a single chairman is appointed prior to the conference.

2. Debate: In a procedure somewhat similar to that of the Assembly, Council members generally speak to the broad issue at hand, and then begin to deal with specific proposals for action.

3. Political Interaction: Consultation and consensus formation are the keys to decision making in the Council. Few, if any, issues are voted on formally before the decision is essentially reached in informal discussions. The small size of the Council serves to emphasize the need for inter-bloc negotiation.

4. Resolutions: Unlike the Assembly, Council decisions are binding on all member states. They can authorize specific actions such as economic sanctions, collective military action, and the emplacement of peacekeeping forces. They can also simply condemn or praise without proposing specific actions.

5. Voting: Decisions on matters of substance as well as matters of procedure are decided by formal votes.

UNITED NATIONS ASSOCIATION OF THE UNITED STATES OF AMERICA
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STUDENT HANDOUT #21

ORGANIZING A MODEL UN CLUB FOR HIGH SCHOOL STUDENTS

Although interested students are vital to the success of a Model UN group, creative sparks often come from the initiative of a faculty member. After organizing the first group of students and finding a source of funds for the conference activities, advisors are primarily responsible for assisting students in substantive conference preparation. Administrative tasks can usually be handled by a group of responsible club officers.

To start, it is advisable to gain the support of your department for the Model UN activity. This should not be a difficult task, since the activity enhances the prestige of the department as well as provides an excellent learning opportunity for students.

Establishing a Delegation

Recruiting students for the club and establishing a formal structure for the group will prove to be the most important task for the advisor. The most effective method to gather students for the group is through social studies classes. Of course, if faculty members can recommend enthusiastic students, your group will likely succeed in its first year. An alternate approach to establishing the first group is to select two or three students with organizational ability and interest in international affairs and ask them to recruit members. A combination of these two methods may prove most effective.

Although delegations vary in size according to school population and interest, they usually consist of between six and twelve students, depending on the conference you attend. Often, conferences require a minimum number of delegates, usually about six or seven students. A national listing of Model UN Conferences is published annually by the United Nations Association.

In recruiting the first group of students, the advisor should realize that students with a questionable degree of interest will likely become enthusiastic after their first conference. They may need to be encouraged at first, since this type of activity is probably unfamiliar to them.

Fundraising

Since many of the Model UN conferences are held at hotels and charge fees for each delegate, funding requires considerable attention. Since most school districts set aside funds for student extracurricular activities, the group should speak to the appropriate administration official about funding. Student activities budgets are usually arranged at the very end of the school year or at the beginning of the academic term and often require sponsored organizations to submit a charter, outlining the principle functions and structure of the group. Since funds may not be allocated in the middle of the term, it is advisable to check their application deadlines as soon as possible.

A second possible source of funding is the department sponsoring the program. Many social studies departments have field trip budgets of which the Model UN Clubs could take advantage.

Since it is difficult to locate grants to cover all club expenses such as transportation and food, the group should fund raise as part of the year's activities.

If, after all is said and done, funds are unavailable for your organization, the group should consider attending a local conference that does not include accommodations costs. It is advisable to reapply for funds periodically. Keep in mind that the social studies department and student governments may be more inclined to sponsor a Model UN group after it has established itself within the school.

Preparing for a Conference

After organizing a group of students, the advisor may find that the most effective means to prepare students for conferences and attract the interest and support of others is through a class or class unit on the United Nations and international issues. UNA's TEACHING ABOUT THE UN handbook can provide programming suggestions. The handbook includes program activities, teaching aids and resources for classroom units. Through the structure of a class, research will be done most efficiently and will provide immeasurable assistance to the organizational function of the club. Materials for such a class could be provided through United Nations publications.

If a formal class setting is not possible, similar activities can be done during club meetings. Some of the topics for discussion at meetings include:

- What is a Model UN, how does it function?;
- Workshops on rules of procedure, political interaction, bloc functioning, debating techniques, effective caucusing and research skills;
- Practice sessions in which students debate a resolution on a relatively common international issue (see UNA's "How to Run a Model UN");
- Presentation of working papers by each delegate on his/her assigned topic of research.

With a little planning, these meetings can be an educational preparation for the conference. The UNA Model UN Survival Kit provides excellent resource material for conference preparation.

Final Word

Model UN's serve an enjoyable and educational function. Thousands participate each year with organizations varying from extracurricula clubs to classes on the UN. Model UN's can be adapted to almost any situation. If you need any assistance or information on the materials referred to above, write MODEL UN AND YOUTH DEPT., United Nations Association of the USA, 485 Fifth Avenue, New York, NY 10017-6104. Telephone: (212) 697-3232.

MODEL U.N. AND YOUTH

Calendar of Model U.N. Conferences. Updated annually, September. Lists addresses, basic information, and dates for Model U.N. conferences throughout the U.S., Canada and Europe. $3.50.

Guide to Delegate Preparation. Updated annually, September. The primary component of the Model U.N. Survival Kit. This all new guide complements the other items of the Kit and provides essential information on how to prepare for a Model U.N., regional political interaction analysis, voting records, selected resolutions of the General Assembly, and extensive bibliographies to assist each delegate with their preparation for a Model U.N. A must for every Model U.N. delegate. $7 each; $6, 5-50; $5, 50 and over.

Model U.N. Survival Kit. Updated annually, September. A comprehensive package of information for students and faculty participating in a Model U.N. conference. Contains: Issues Before the General Assembly, Basic Facts About the U.N., U.N. Charter. Also includes Guide to Delegate Preparation, with essential information on how to prepare for a Model U.N. $17.50 each; $15, 5 or more.

Model U.N. Survival Kit and Student Membership. A special offer combining the benefits of a UNA-USA membership, including a one-year subscription to The Interdependent, and the Model U.N. Survival Kit. $22.50 each; $20, 5 or more.

Model U.N. Security Council Kit. 1983. A complete model Security Council simulation package designed for use in the classroom and as a community program activity. Contains a hypothetical issue and conflict between two member states brought before a Security Council and background materials to all 15 member nations on the simulated Security Council. $40.

How to Run a Model United Nations Conference. A concise guide to starting a Model U.N. Includes "how to" sections on the General Assembly and Security Council. $1.

How to Write a Background Paper. A Model U.N. organizer's guide to preparing background papers. 50¢.

Organizing a Model U.N. Club for College Students. Details the basics of starting a Model U.N. Club for college students. 50¢.

Organizing a Model U.N. Club for High School Students. Basic guide to starting a Model U.N. Club for high school students. 50¢.

PUBLICATIONS LIST

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THE UNITED NATIONS ASSOCIATION OF THE UNITED STATES OF AMERICA

The United Nations Association of the United States of America (UNA-USA) is a national organization dedicated to strengthening the U.N. system and the U.S. role in it so that it will be better prepared to meet the critical challenges ahead. UNA-USA carries out its action agenda through a unique combination of policy analysis, public outreach, and international dialogue. Through The Multilateral Project, the Economic Policy Council, and the Parallel Studies Programs with the Soviet Union, China, and Japan, UNA-USA is producing practical answers to pressing political, economic, peace, and security issues.

UNA-USA achieves nationwide public outreach through a unique network of chapters, divisions, and affiliated organizations. The Association provides special information and education services on U.N.-related matters and international affairs for student groups, media, Congress, and policymaking groups. UNA also supervises and coordinates the annual observance of U.N. Day in hundreds of communities across the nation under the leadership of a National U.N. Day Chairman appointed by the President of the United States.

Teachers who wish for up-to-date publications on the United Nations should write:

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